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ABSTRACT

This document is an intermediate planning report of the Antioch New Directions Program. This program will direct much of the energies and resources of Antioch College, Ohio toward achieving the parallel aims of student pluralism and social change. Described in this report are assessments of methods and tasks to be accomplished for these dual objectives. To insure student pluralism, a minimum of 80 low-income, minority group working class students will be admitted each year, beginning in 1971. A comprehensive program of academic, personal, and financial supportive services and a full-scale academic program centered around the problems of minority and oppressed peoples will be instituted to help these students succeed in college. A number of research activities, focused on the identification and solution of social problems, will be directed in large measure by people from low-income and minority backgrounds, and a major fund raising campaign will be launched to finance this program. (KG)

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THE ANTIOCH NEW DIRECTIONS PROGRAM

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A Report to the Antioch Community and to the Board of Trustees from the Steering Committee to Increase Antioch's Pluralism

Antioch College
Yellow Springs, Ohio
April 24, 1970

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PREFACE

The following report to the Antioch College community and the Board of Trustees describes an ambitious and expensive plan for the development of a comprehensive program focused on social and cultural change and designed to increase social and cultural diversity in the Antioch community. This program will entail considerable reallocation of existing College resources, as well as the creation or appropriation of an extensive array of new resources. The program will proceed in three stages: a pilot period, now under way, extending through the summer of 1970; a transitional or developmental year during 1970-71; and a three-year implementation stage beginning in the summer of 1971. A thorough evaluation of the program is planned for mid-1973.

This report is the product of the work of SCIAP, the Steering Committee to Increase Antioch's Pluralism, which was created by Administrative Council in response to the November, 1969, resolution of the Board of Trustees endorsing the "over-all directions" of proposals submitted to it by representatives of the Antioch Program for Interracial Education (APIE) and the Afro-American Studies Institute (AASI). These proposals called upon the College to increase significantly the number of and the available financial aid for disadvantaged students, both black and white; to expand and modify services to meet their particular needs; and to create an Institute for the Solution of Social Problems, which would develop a curriculum of social action and research, as well as other educational programs to serve the needs of surrounding communities.

The plans described in this report are flexible; they should be read as suggestive of direction, and not prescriptive. The programs, budgets, priorities, etc., represent the intentions of a concerned community and are subject to modification during the pilot and developmental periods as needs and interests become more clarified. They are also, of course, subject to the vagaries of fund raising.

THE ANTIOCH NEW DIRECTIONS PROGRAM: KEY ELEMENTS

A renewed commitment by Antioch College to the general concept of social change.

Increased student pluralism through the enrollment of 240 students from low-income, working class, multi-ethnic backgrounds.

The establishment of special supportive services, including a Developmental Services Center.

The alteration of existing academic programs.

The establishment of an Institute for the Solution of Social Problems.

The creation of a new major administrative position, the Dean for New Directions

A time table that includes a developmental year (1970-71) and a three-year implementation period (1971-74).

A fund-raising campaign with a goal of five million dollars.

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THE ANTIOCH NEW DIRECTIONS PROGRAM

SECTION I: BACKGROUND

Antioch College has long held an image of itself as committed to change. Through its pioneering work-study plan, developed by Arthur Morgan in 1920, and through a series of educational innovations and research activities, it has maintained a reputation as an experimental college on the forefront of educational change. The involvement of many of its students and faculty, especially during the past decade, in movements directed toward such burning social issues as racial discrimination, poverty, and military involvement in Southeast Asia, has contributed to a similar image of the College as an agent of social change. At the same time, however, the high costs of Antioch's degree program have tended to make it an elitist, largely homogeneous, white middle-class institution.

A. APIE AND AASI

In response to this apparent contradiction of values, Antioch established in 1964, under a grant from the Rockefeller Foundation, the Antioch Program for Interracial Education (APIE), which committed the College to the task of educating a considerable number of "disadvantaged" or "neglected" students of low-income and minority backgrounds. Unlike most Rockefeller-sponsored programs at other colleges, which focuses on the recruitment of poor but high achieving black students, the APIE sought "disadvantaged" students who were poor but not necessarily high achieving. On the assumption that poor students whose mastery of the school situation was reflected in high grades and test scores could

enter Antioch through the regular admissions process, the College recruited for its special program bright and capable students whose high school performance, aspirations, or other environmental factors would ordinarily not point in the direction of a college education. By October, 1969, through the use of selector groups made up of various contacts in selected metropolitan areas, a total of 96 students, most of them black, had been selected for the APIE program. Of this total, 92 had matriculated as of fall 1969; 78 of these are still enrolled.

The program itself was designed to facilitate the adjustment of these students to the Antioch environment through a combination of remedial and tutorial assistance and the available range of educational, social, psychological, and financial counseling services. However, the enormous contrast between the students' backgrounds and the environment in which they were placed made it soon evident that the usual mechanisms of student support were both inadequate and inappropriate. Confused and repelled by what they saw as the abstract, introspective, and esoteric quality of the prevailing educational and social concerns, many of the program participants began to withdraw from contact with other students -- or from the College altogether. Moreover, since "disadvantaged" black students were new to Antioch, they felt constantly called upon to fill an environmental and cultural gap for white middle-class Antiochians. Though this was a valid need, it was rejected by a majority of the black students as an unfair and impossible burden.

Because of these factors and others -- including the developing national movement for Black Power and Black Pride, for unity and survival -- these students, both APIE and non-APIE, began to draw together for support of their own culture and aspirations and to call for fundamental changes in the structure of Antioch. In early 1968 the Black Student Forum, the

first form that this movement took, began to develop a variety of black cultural programs, student-initiated courses, a curriculum in black history and literature, and independent studies. A proposal to the College administration in the summer of 1968 resulted in (1) the continuation of the APIE program with a black director and (2) the establishment, with College funds, of the Afro-American Studies Institute (AASI), a semi-autonomous institute with courses designed and taught by black people, a separate set of living quarters called Unity House, and a course of study relevant to the black community and leading to the Antioch degree. The Institute has provided a setting for black students to learn about the cultural, social, economic, and political situation of black people and to begin to develop the particular skills necessary to work toward effecting fundamental social change.

B. SCIAP

In November, 1969, under pressure both from the Department of Health, Education and Welfare and some members of the Antioch community to take action to require AASI and Unity House to open its facilities and programs publicly to all, the Board of Trustees met to identify and find solutions for the problems that led to the formation of AASI and Unity House. The Trustees were aided in their search by two proposals submitted to them by APIE and AASI (see Appendix A and B). As the minutes of that meeting state:

> Common to both...proposals...are requests for significant increases in the number and amounts of financial aid available for disadvantaged students, both black and white, and educational supports that meet their unique needs.
> The AASI also calls for (1) the development of an Institute for the Solution of Social Problems, which would concern itself with analysis and theory, and (2) the establishment of extension programs in poor white and poor black sections of Dayton, Ohio,

> where Antiochians could study and work and residents could earn associate degrees. Given such changes, the AASI said that it "would happily open" its facilities.

The Board endorsed the "over-all directions" of these proposals and asked "the President and Administrative Council to prepare a plan at the earliest possible moment moving in the direction indicated by these proposals..." (See Appendix C). The 22-member Steering Committee to Increase Antioch's Pluralism (SCIAP) was formed on December 3,1969, to carry out this directive.

Since then the Committee has spent a great deal of time and energy seeking solutions to three central problems involved in its mandate: (1) ways to identify and find students, faculty, and administrators with diverse backgrounds and experience suited to the new programmatic directions, (2) identification of support services needed so that such new community members will be able to function effectively, and (3) designing academic programs oriented toward social change and meeting the needs of these community members. By the end of January the Committee had reached general agreement that the new students to be recruited could be characterized as low-income, working-class people of all ethnic backgrounds and of a wider age range than usual (including, e.g., GI's and older women), who are actively interested in promoting social change and whose academic backgrounds would traditional identify them as "high-risk." These students are to constitute a considerable proportion -- at least 10-15% -- of the student body. It had also agreed that diversification should occur in faculty and staff appointments at all levels.

Responsibility for planning the programmatic elements of this new venture rested with two subcommittees of SCIAP, reflecting and expanding

upon the thrusts of the two original proposals. The Supportive Services Subcommittee devoted itself to developing plans for the types of services (academic counseling, financial support, social and psychological counseling, orientation programs, etc.) which will be needed to facilitate the progress of the new group of students.. The Program Subcommittee concentrated its attention largely on the elaboration of plans for the proposed Institute for the Solution of Social Problems. Both subcommittees sought and received considerable support and assistance from interested members of the College community.

A "progress report" was presented to the Board of Trustees in February, 1970, at its special meeting. This report included a working outline of the plans for the new program as they were then evolving. The Board reviewed these plans; encouraged SCIAP to complete its work, including details of programs, priorities, and budgets, in time for its regular May meeting; and committed itself to raise outside financial support for the completed plan.

The remainder of this document describes that plan. Its scope is extremely challenging -- not only in financial terms but also in the level of human energy and commitment that will be required to make it successful. The amount of financial aid required to support such a large number of needy students is unprecedented at Antioch -- or at any other private college mostly dependent on student tuition. The academic and supportive service components of the program will necessitate, first of all, a reallocation of the College's existing financial resources and facilities, a reorganization of its academic areas and departments and administrative offices, and a redirection of the energies and attention of faculty and students; and, secondly, the creation of new resources and new academic programs and

the hiring of new faculty and staff personnel. First steps in these directions are already being taken, but they are only a beginning. It will not be easy to carry out this plan, but if it is successful, it will represent a worthy response to the black students' challenge to Antioch to "move forward as a community organized around scarce resources committed to fundamental social change" so that we can "get on with the real business of the day."

THE ANTIOCH NEW DIRECTIONS PROGRAM

SECTION II: PEOPLE

A. STUDENTS

No private college has ever achieved optimum student diversity, however defined. In spite of continual discussions about the need for heterogeneity both within and among institutions of higher education, there appears to be more and more homogeneity within private colleges and an increasing separation between public and private sectors. Narrow admission standards, high costs, and inflexible programs have served to screen out, both directly and indirectly, from the typical private college the student who did not achieve high grades and test scores, who was not from middle- or upper-middle class background, and who was not interested in a general or liberal education. On the other hand, the rapid expansion of the community and state colleges across the country has led to increased enrollments, primarily among first generation college students for who the semi-open admissions policy, low cost, and comprehensive curricular offerings have been a major attraction.

The need for student diversity at Antioch and elsewhere principally and historically centers around equal opportunity: it is simply time that private colleges serve the needs and interests of the poor and oppressed. But there are two new and equally compelling reasons to achieve some measure of cultural pluralism in the college student body. One is to satisfy the growing demands of the affluent middle-class student, who is no longer content to spend his college years in a suburban "slum," a cultural exten-

sion of his high school experience. He will expect, and with justification, more of a student mix, especially if his rising tuition dollars are to be used for discounts (scholarships) to students with financial need. The viability of the private college is in question today. Its financial solvency is uncertain. Because of its dependency upon tuition income, it must draw students with the ability to pay, and as those students become more discriminating in their college selection, the surviving colleges must be responsible to changing student demands. Cultural pluralism in the student body may already be such a demand.

The other reason, related to this demand, is to fulfill the increasing expectation of students that colleges and universities involve themselves in the problems and requirements of social change. This expectation, expressed negatively as a demand that the university disengage itself from the military-industrial complex and positively as an insistence on "relevance" in higher education, is fast becoming an imperative for the colleges to survive as independent vehicles for critique and reconstruction of society. The past decade has witnessed a developing consciousness, especially in the younger generations, that something is terribly wrong with a society that wages continually more unjustifiable wars with continually more devastating weaponry, exploits the underdeveloped peoples of the world, pollutes the earth's atmosphere and natural resources, and maintains poverty in the midst of plenty. And yet the very people within this country who suffer most directly from these problems, and who thus have the most direct stake in effecting social change, are those most excluded from colleges and universities. For this reason, too, college student bodies -- especially in the private colleges -- need to be diversified.

Unfortunately, most federal and state aid programs inhibit student diversity within the private college. These public programs are purposely biased in favor of low-income students attending low-cost institutions, thus reinforcing the socio-economic stratification referred to above. The recent proposals from the Nixon administration offer no encouragement for the private college either, since they focus mainly upon increased loan opportunities rather than scholarships. Most state scholarship programs are restricted to in-state institutions, and again the maximum allowable grant is geared to the pricing structure of the public rather than the more expensive private college.

Beyond the question of financing, the critical interdependence of student selection, academic program and campus environment also impinges upon student diversity, particularly when timely changes are desired. Every college has its own imagery -- sometimes very faint, sometimes rather pronounced -- and the manner in which it is perceived by prospective students will largely determine who will apply, and eventually enroll. This self-selection procedure, of course, serves a membership renewal function that is vital to the survival of every private college. But it also tends to "freeze" a college into a rigid, narrow pattern of student input. When some deviation from the norm is desired, the imagery must be changed, which means that fundamental changes in program and campus environment must also occur. This is the interdependency that SCIAP has been studying at Antioch, for if the College is to change the selection procedures, it must change the other factors in the equation as well. As Ruth Churchill concluded in the Testing Office Report #4 (February 1970):

> If students with different views of life and different goals represent the kind of diversity Antioch wants, then changes are needed in the picture of Antioch presented....

As a revised admissions objective of Antioch College, SCIAP proposes that an increased number of entering students be drawn from low-income backgrounds, students who can best be characterized in the following ways:

a. working class -- the children of non-professional, industrial, and agricultural workers, or the workers themselves.

b. ethnic background -- a "critical mass" of various ethnic groups (Black, Indian, poor White, Chicano, Puerto Rican, etc.)

c. academic backgrounds which traditional measures (grades, SAT scores, etc.) would identify as "high risk."

d. age -- not necessarily in the traditional college age group.

e. social consciousness -- individuals actively interested in effecting fundamental social and cultural change, within their own communities or in the society at large.

This broad category of "New Directions" students should compose a minimum of about 10 to 15 percent of each entering class, a higher percentage if funding is available. No attempt has been made to establish "quotas" of students from particular ethnic backgrounds, on the grounds that such quotas would tend to be highly arbitrary and might be operationally restrictive. There is, however, a clear need for an effective number ("critical mass") of students from each minority group: a number large enough to be self-supportive, to develop and justify program relating to their special needs, and to have a significant impact on the Antioch community. Because of the intent to broaden the social, class, and ethnic base of the entire student body, it is conceivable that the absolute number of entering black students will actually decrease slightly over the next four years.

1. Recruitment

As noted previously the role of institutional imagery in student

recruitment and selection is very vital to a college such as Antioch. Over the years, and especially during the late fifties and sixties, Antioch's unique reputation has generated sufficient applications to fill the rolls and maintain academic standards. Other private colleges have been less fortunate. The College's image today is apparently playing an even greater influential role: final applications for admissions reached the 3,000 level in 1970, twice the number received in 1964. But imagery can also function negatively as an obstacle to change. Antioch's liberal/permissive/intellectual/experimental reputation as we now know it is not going to attract New Directions students in a self-selecting manner; therefore, in addition to program and environmental changes, the College must adopt changes in its recruitment activities.

During the past decade three distinctive recruitment efforts by the College were initiated: (1) for geographic diversity, (2) for science students, and (3) for black students. The first effort involved some shifting of traditional school visitation trips and the redirection of alumni activities; but increased geographic diversity resulted more from a favorable ratio of applications to acceptances than from any other factor, and in the final analysis led merely to a shift away from the suburbs in Long Island and New Jersey to the suburbs of Kansas City and Seattle. The campaign for science students was largely unproductive, though it still continues to some degree; the cultural swing away from the physical sciences and business during the sixties on the part of young people (throughout the world as it developed) thwarted this effort, along with the College's overall ethos which many prospective science students found repugnant. The real impetus for the recruitment of black students came

with the establishment of the Antioch Program for Interracial Education. Working through local selector groups in specified urban areas, aggressive and coordinated recruitment activities resulted in the enrollment of a substantial number of disadvantaged black students for whom Antioch, or any other white middle-class college, would ordinarily have been a very remote post-secondary school option. The spin-off of this program affected the regular admissions program of the College in a positive way, particularly as the upperclass black students themselves became agents in the total process.

Based on this experience, and proceeding on the assumption that the other major components of the New Directions Program, including fund raising, can be developed and implemented on schedule, SCIAP recommends that the Office of Admissions establish a student recruitment program, beginning in 1970-71, which can be described by some of the following strategies and changes:

a. the addition of a fifth full-time member of the staff, with the prime responsibility of coordinating a recruitment program for New Directions students.

b. the increased use of students and faculty members for field trips.

c. concentration upon inner-city public high schools and the use of agencies and referral organizations sponsored by poverty programs and similar agencies.

d. the continuation and expansion of the APIE system of selector groups to help find and interview students for the New Directions Program.

e. the redeployment of the Alumni School Representatives Program so that alumni may have the opportunity of working with New Directions students.

f. flexibility regarding application procedures (deadlines, test requirements, fee waivers, etc.).

g. the development of special promotional materials.

Special attention needs to be paid to the unique problems and strategies involved in the recruitment of older students. The GI, or service veteran, who is now eligible for $1380 per year in benefits (if no dependents) at Antioch, may perhaps best be reached by recruiting at discharge centers or advertising in service journals. The College's experience with recruitment of older women with children is very limited, and a variety of advertising and other strategies should be tested. The College should also investigate the possibility of granting admission priority or other special consideration to its own campus workers, as well as to residents of the surrounding communities.

Further study also needs to be given to the question of emphasizing one particular ethnic group in each admissions cycle, as a way of insuring the presence of a "critical mass" of students for purposes of self-support and special program development.

2. Selection

While recruitment may be viewed as a means of creating a desired pool of final applicants, the selection process is concerned with the task of making judgements on those applicants as to who should be offered admission. In the APIE proposal of November, 1969, there was a call for (1) a statement in the College's admission policy "indicating what the school's admission practice is for minority students," and (2) the establishment of a special committee composed of students and faculty from minority backgrounds which would "determine the admission of minority students." At

the request of SCIAP, an addition to the College's Admission Policy Statement has been drafted and approved by the Admissions Committee, and we recommend its adoption by the Administrative Council prior to the 1970-71 year. (See Appendix D.) Also at SCIAP's request, the Office of Admissions and the Admissions Committee formed a special Review Committee during Winter Quarter of 1970 for the purpose of evaluating application folders from minority group candidates and ranking them for the staff's final deliberations. (See Appendix E). We recommend that this review procedure be adopted on a permanent basis. Other less formal resources within the College community should also be tapped in the evaluation of such folders, as they have in the past. These include the Dean of Students, members of his staff, the Director of Counseling, the APIE Director, and individual members of the faculty and student body.

As an aid in the selection process, and in the planning of supportive programs for students who are admitted, the College should probably continue to require of final candidates the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board (CEEB). As an application requirement <u>per se</u> it is not a formidable obstacle for low-income students; CEEB has been championing a program of test fee waivers in recent years, and the College can and should selectively waive the SAT requirement altogether. Using the test scores for diagnostic as well as evaluative purposes, recognizing at the same time the inherent biases and imperfections, can have a salutary effect. As the College has acquired test experience with the APIE students and other similar students, it can be presumed that some sensitivity if not insight has been developed that will serve the selection process well in the future.

Selection does not terminate with the mailing of acceptance letters. With multiple applications a college such as Antioch must over-accept in order to achieve its target of a pre-determined number of entering new students. The retention factor is therefore crucial, and somewhat unpredictable from year to year. For a particular sub-group within the total number of accepted students, there is a separate retention factor operating as well. As a device for increasing retention of New Directions students both after acceptance and enrollment, we urge that the Office of Admissions, in collaboration with other offices, sponsor week-long campus visits by selected applicants before the final selections are made, probably during Winter Quarter. This practice would duplicate the current APIE policy on campus visitations. The student would, of course, be visiting at College expense, but because of the value of such a mutual exchange it is important enough to secure the necessary funding as part of the total New Directions Program.

Finally, there is a need for a closer working relationship between the Office of Admissions and the Dean of Students Office (as well as the First Year Program Office) during the post-acceptance, pre-registration period in relation to these new students. Special care needs to be taken with regards to division assignments, follow-up correspondence, dormitory and Preceptoral Group assignments, and the anticipation of unique problems and anxieties.

3. Financial Aid/Funding

The cost estimates for new financial aid funds are quoted in Section VII. They are challenging. It will also be a challenge to cope administratively

with the infusion of an increased number of high need, low-income students into the Community, particularly at a time when the growing complexities of financial aid administration are already very great. Fortunately, the APIE program has, through trial and error, provided us with some experience in dealing with the special problems of the total need students. We have learned some lessons.

First of all, there must be some guarantee of available long-term funding. For example, approximately $800,000 in new aid funds will be needed to finance for five years 80 total need students entering in 1971, (see Appendix F); this total amount should theoretically be "in hand" when the initial commitments are made next spring. Contingency funding at this level of magnitude, and with this kind of personal investment at stake, is ill-advised. Aid notification letters, particularly to entering students, should be constructed and phrased in such fashion as to reduce confusion and misinformation to a minimum.

The APIE proposal of November 1969 included a resolution calling for the use of "financial need as the only factor in determining financial aid to minority students." SCIAP endorses this principle and recommends it to the Financial Aid Committee for adoption as part of its Policy Statement, adding the proviso, however, that should demand exceed available funding, additional criteria will be needed in reaching aid decisions.

There is likely to be a need to revise the present method of "packaging" an aid offer (grant, loan, job) to a high need student. There is now a considerable loan base ($850) and mandatory campus job component ($300) for all entering aid recipients with high need. Educational loans are generally not attractive to these students in the way that they are to middle

-income students. The projected loan obligation of an entire college career is often quite threatening to students from low-income backgrounds. As a way of reducing this threat (and in order to facilitate retention among accepted New Directions students), we recommend that the Financial Aid Committee liberalize the loan and campus job policy on a discretionary basis, in line with the efforts already made in this direction by the Office of Financial Aid.

It is perhaps unnecessary to suggest that the College continue to utilize to the maximum degree the availability of state and federal aid programs, however uncertain, restrictive, and unpredictable they may be. As the detailed cost estimates for financial aid illustrate, a considerable proportion (approximately half) of projected funding for New Directions students is expected from these sources, and therefore staff attention to the myriad administrative details and guidelines involved must be continued if not increased..

In closing this segment on aid policies and practices, we are sobered by the Testing Office Report ("The Relation of Income to Diversity of Students") cited earlier. Its main conclusion is that Antioch has not been able to buy diversity simply by giving financial aid to students from low-income families:

> When we turn to characteristics of the students, their past experiences, their plans for the future, their expectations, and their attitudes and values, the difference among students from families with different levels of income disappear....It would appear that Antioch is attracting and/or selecting similar students from all socio-economic levels.

The College can accept this not only as an historic fact but also as a challenge. Through the concerted alteration of program, environment, re-

cruitment, selection, and aid practices, we believe that meaningful and significant differences can be achieved in time, to the betterment of student and institution alike.

B. FACULTY AND STAFF

It is unrealistic to expect a student from a working class background to become a fully productive member of the Antioch Community without the changes already noted. An additional change of importance relates to the diversification of the Antioch faculty and administration -- ethnically, politically, and socio-economically. The APIE proposal asked for more "proportional representation of minority group persons on every level of institutional activity." A SCIAP subcommittee report concluded that fewer than 3 percent of the officers and faculty listed in the 1969-70 Bulletin are minority group members, as contrasted to 6 or 7 percent of the student population. SCIAP therefore recommends that a conscientious effort be made by the College toward increased proportional representation of minority group persons throughout the professional personnel structure. There are reasons for such an effort. The College needs people at these levels who are aware of, and sensitive to, the special needs or problems of poor youth. The students, in turn, need channels of communication to the various levels of College governance. This would also provide a supportive service in the sense that the students would be able to identify with a person whom they know to be interested in their welfare.

During the Winter and Spring Quarters, SCIAP monitored the deliberations of the Program and Personnel Committee as a way of influencing the process of faculty recruitment for 1970-71. Considerable activity

has already taken place toward the diversification of the Antioch faculty. Each of the academic areas (Humanities, Social Sciences, and the Science Institute) has consulted with SCIAP regarding the hiring of new faculty for 1970-71 in order to insure that as many new faculty members as possible relate to the anticipated needs of New Directions students and programs. We recommend that the relationship between the Program and Personnel Committee and SCIAP or its successor be formalized.

In addition, since the process of attrition appears not to provide for adequate increase in pluralism among faculty and staff, some study should be made of the possibility of creating a contingency fund or fellowship program to allow appointments on an interim basis of special New Directions faculty and staff in excess of current position allocations. There have already been requests from the Humanities and Social Sciences Areas for additional faculty for whom there are no funds currently available.

At the present time the nation's graduate and professional schools are producing relatively few prospective college teachers with minority backgrounds, and they are in great demand. This limited pool will increase as opportunities for higher education and graduate education expand, but until then colleges and universities should modify their traditional expectations in faculty recruitment policies so as to increase their minority group representation throughout the teaching faculty and administrative staff, acting on the premise that, for these times, the conventional criteria for appointment need not always be relevant.

THE ANTIOCH NEW DIRECTIONS PROGRAM

SECTION III: PROGRAM

There is a dual thrust to SCIAP's mandate, a dual focus for the impact of the New Directions Program, reflecting the two proposals endorsed by the Board of Trustees in November. Antioch College is being called upon both to increase significantly the pluralism of its student body and to undertake the development of a major educational program oriented toward social change. These two tasks are interrelated.

The APIE proposal consisted of an eleven-point resolution passed and distributed nationally by the National Association of College Admissions Counselors. Through this resolution the APIE called upon Antioch to meet the responsibility of colleges throughout the country to maintain at least proportional representation of all minority groups both in its student admissions and in its faculty and staff appointments. It further called upon the College to support such new students -- most of whom should be from low-income backgrounds and at least half of whom should be "high-risk" academically -- with a massive program of financial aid, special academic assistance, and extensive supportive services to ensure successful college careers.

The AASI proposal challenged Antioch to live up to its self-image as an agent of change by establishing a new academic institute which would develop interdisciplinary programs focusing on current social and cultural problems, especially problems relating to minority or oppressed peoples. It also asked that the College develop programs of educational and social service to the poor white and poor black communities of the surrounding area, especially in Dayton.

Each proposal has a different emphasis, but the programs which they call for are fully interdependent and complementary. If these new kinds of students are not merely to be socialized into the very system of middle-class culture and privilege responsible for the "disadvantaged" background from which they came, they will need -- and they will demand -- not only a special set of "supportive services," but also the training and the opportunity to engage in educational and social service programs in their communities. They will also require a vigorous program of study focused on the sources of the social and cultural problems which beset all people. Similarly, if Antioch is serious about effecting social change, it can begin by attacking inequality of opportunity directly through underwriting the cost of its educational programs and supportive services for a substantial number of people for whom they would otherwise not be available. Moreover, any meaningful effort on the part of the College to solve social problems would require the energies and insights of people who are most directly affected by those problems.

In short, the plans described below, for supportive services to low-income working-class students and for educational programs devoted to social change, go hand in hand and frequently overlap. Their effect on the College, if the necessary resources can be secured, will be dramatic and comprehensive.

A. SUPPORTIVE SERVICES

In the face of rising public concern over inequality of educational opportunity at all levels, colleges and universities throughout the United States have begun in recent years to undertake a concerted effort to recruit "disadvantaged" students. Through the institution of "open enroll-

ment" policies, through various special programs to recruit black students, through federally sponsored programs such as "Talent Search," and through a wide range of other special recruitment programs, many institutions of higher education are now enrolling a number of students who a few years ago would not have been considered "qualified." These experiments with the admission of the previously inadmissible have for the most part met with little success so far. Because most of these programs have been conceived within the category of "compensatory education" -- a framework built on the assumption that educational and cultural "deficiencies" could be made up for simply by applying extra, heavy, "remedial" doses of the standard curriculum -- there has resulted a high rate of disillusionment and dropout among the new enrollees.

Few colleges have recognized the need to change their existing structures and patterns of behavior in order to provide the range of supportive and counseling services necessary to ensure success for these students (and improve their own operations in the process).. As Edmund Gordon and Doxey Wilkerson wrote for the College Entrance Examination Board in 1968 (Compensatory Education for the Disadvantaged):

> None of the existing programs have begun serious work on such problems as the modification of the mental postures and learning patterns in inefficient young adult learners; the devising of alternate input systems for acquisition of knowledge banks for the student who suffers from major deficits in information as well as impaired skills for acquiring it; the relationship of the availability of social or cultural reference groups to persistence and attrition rates among minority group college students; and the differential interaction between aspiration, motivation, opportunity, resource mobilization, and achievement. These are the problems which seem to be at the heart of the college adjustment problems for students from disadvantaged backgrounds.

Despite the language in which it is put, the lesson is clear; and Antioch's experience with the APIE is not entirely an exception to this pattern of

failure, as many of the program's participants have pointed out. We believe that we have learned from this experience, and that our recommendations for a greatly expanded and improved program of academic, social-psychological, financial, and vocational counseling will adequately meet the needs and problems of Antioch's New Directions students.

1. Academic Counseling

Each new student comes to Antioch with a given set of academic strengths and weaknesses. For most Antiochians these variables generally fall within a recognized range or pattern, and their academic problems can be managed adequately through interaction with any of a number of sensitive people available for counseling and assistance. Many New Directions students, however, because of their special academic, social, and environmental backgrounds, are likely to come with a different set of needs and strengths than many of Antioch's faculty and advising staff are accustomed to dealing with. For this reason it is important that those persons who assume the responsibility for such assistance to these students be understanding and supportive of their special backgrounds and needs. It is especially important that the Dean of Students Office pay particular attention to the specific needs and strengths of each New Directions student in the assignment of deans and academic advisors.

In addition, close attention should be paid to the usefulness of the First Year Program for these students. There is considerable apprehension that the loosely structured, open-ended, "permissive" nature of the Preceptoral Groups may not be appropriate for students who do not come to

Antioch with an already established record of academic success and mastery of basic study skills. For this reason, we recommend that a study be made of the relationship of the First Year Program to New Directions students, including an examination of the feasibility of separate preceptoral groups and of modifications of or alternatives to the program.

Beyond the assistance of deans, advisors, and preceptors and preceptoral fellows, there should be made available a range of other human resources for special academic counseling and assistance. In each academic department there should be one faculty member designated as responsible for coordination of remedial assistance. Each department should free a portion of the time of at least one faculty member to be available to students who wish to work with a professor on a particular problem or for course planning and academic counseling, and employ part-time one or two upperclass students, of similar background to New Directions students, to organize and conduct workshops and seminars for providing individualized help and attention to those having difficulty because of a lack of confidence or basic skills in a specific subject area.

Finally, in order to coordinate these activities and to provide additional academic and other counseling, we recommend the establishment of a Developmental Services Center. This would be a centralized, independent center offering assistance in basis skills and continuous orientation to the Antioch environment and expectations to <u>all</u> students who seek them. The Center would provide in-service training for upperclass students acting as tutors or instructors who, in addition to faculty members, would conduct workshops and individualized instruction sessions -- offering variable academic credit as part of the regular degree requirements -- in three

basic skill areas: (1) Independent Study and Educational Planning (introduction to learning resources in the Community, philosophy of independent study, techniques and methodology); (2) Communications Skills (reading [speed and comprehension] and writing); and (3) Mathematics and Science Concepts. The Developmental Services Center would be staffed with a full-time coordinator, a reading specialist, a secretary, several faculty members on a released-time basis, and several part-time upperclass students.

These upperclass students would be the key elements of the Center, performing a function similar to that of the Counselor-Tutors in the Counselor-Tutor Program recently instituted by APIE (see Appendix G). They would be at least third-year students, in good academic standing, with backgrounds similar to those of New Directions students, who would provide tutoring, counseling, or referral to other College resources for any student who feels that he is having adjustment, psychological, social, or academic problems resulting from his induction into the unfamiliar and possibly alien Antioch environment.

2. Social-Psychological Counseling

It will be of prime importance to prepare the New Directions students socially and psychologically for their experience at Antioch from the date of their arrival. For this purpose it will be necessary to develop a thorough and meaningful orientation period, especially since the present orientation system is considered by many students to be of little value. Such a new orientation period should be planned as part of the Developmental Services Center program by counselor-tutors and other interested people,

with the cooperation of the Office of the Dean of Students, and should include such elements as the following:

a. scheduled meetings sponsored by the academic departments and led whenever possible by upperclass minority students. These meetings, to which students will be invited on the basis of information obtained from the Admissions Office, indicating possible majors and career interests, will focus on course and other program offerings, degree requirements, the scope of each field of study, and the availability of workshops and individual assistance.

b. separate scheduled rap sessions of various minority students discussing social and community activities they are engaged in.

c. scheduled tours of library facilities, followed by informal seminars, led by minority students, on how to use the library.

d. informal group sessions with counseling staff to meet all faculty, administrative, and student counselors.

e. individual interviews between each New Directions student and the Developmental Services Center coordinator and staff.

During the adjustment (or shock) period of the first year, students must have capable and continuing assistance and support in bridging the gap between themselves and the system. This assistance, to be provided by the various auspices of the college, should be coordinated by the Developmental Services Center Coordinator. The Coordinator, in turn, would report to the New Directions Dean (see below, Section VI.C.3) who would have the autonomy and authority to recommend necessary departmental and structural changes. It would also be helpful, in meeting some of the special psychological or other adjustment problems of New Directions students, for the College to hire a black (or other minority) psychologist to supplement the staff of the Office of Counseling Services.

Because competitive examinations are often perceived by disadvantaged and educationally deprived students as a threat or even an affront, it will

be necessary to approach testing in a different manner for students in the New Directions Program. The Testing Office can conduct needed diagnostic tests of achievement, interests, and values as an aid in counseling and in planning educational and vocational explorations. But no potentially threatening and frustrating examinations, such as the Level I Humanities Exam, should be given to New Directions students during their first year, except on an optional basis similar to that of the Level II Exams.

3. Financial Counseling

For the most part, students in the program will tend to obtain valuable information and advice on financial arrangements and budgeting from their own experience and from their peers, especially from those who have been at Antioch in the APIE for some time. However, excellent counseling is available from the Financial Aid Office staff, and students will be encouraged to take advantage of this service. In addition, one or more upperclass students affiliated with the Developmental Services Center could be designated or trained by the Financial Aid Office to assist entering students with loan applications and other financial procedures.

Many of the New Directions enrollees will be total need students and should be provided, as are total need students in the APIE, with a range of incidental expense allowances over and above their support for tuition, fees, and room and board. These include allowances for books, first quarter living expenses, and optical and emergency dental care, as well as a discretionary fund for other emergency expenses and an emergency loan fund. These allowances will add to the total costs of financial aid for New Directions students, but they are necessary; if they are not provided, serious

problems might develop due to unequal treatment given to APIE students and to others with equally extreme financial need.

B. ACADEMIC PROGRAMS

The more specifically educational components of the New Directions Program, while generally focused on social, cultural, and environmental research and action programs, can be seen as yet another example -- perhaps the most significant -- of supportive services to be provided to the program participants. Both the general reorganizational activities now taking place within the various departments and agencies of the College and the more focused activities and programs of the developing Institute for the Solution of Social Problems are oriented in large measure toward the anticipated needs and interests of the new kinds of students who will be coming to Antioch. In addition a wide range of potential new programs and relationships is being sought or planned, most of them with the New Directions student specifically in mind.

The major thrust of the new academic programs, however, is consciously toward the search for solutions to the persistent social and cultural problems of society. Low-income, working-class people do not have a monopoly on an interest in social change, and it is likely that even without the impetus provided by APIE and AASI students, a similar redirection of College activities would ultimately and inevitably have taken place, if more slowly. The need, however, is now; the challenge has been issued; and the "disadvantaged" students whose needs the new programmatic emphasis is supposed to serve have been and will be providing an important and necessary input to the effectiveness of these programs.

1. Alterations Within Existing Area Structures

As a result of the Trustee's November action, but quite independently of the activities of SCIAP, many faculty members have become sensitized to the needs and problems involved in student pluralism and social change, and have been actively seeking ways to make their activities and approaches more relevant to these concerns. In the course of SCIAP's deliberations, there has been a concerted attempt to scrutinize existing area structures for modifications or additions that can be made to meet the needs of a changing student population, including students already here. Considerable effort has been made to encourage such curricular changes during Spring Quarter.

SCIAP received and reviewed a proposal from the Humanities Area (see Appendix H), requesting funding for programs for New Directions students in the Humanities Area. The programs would include special offerings for students lacking the skills to successfully meet the requirements of the regular Humanities area. These offerings would place major emphasis on reading, writing, research and self expression skills. There would be three major aspects of the program:

a. hiring of student assistants for students enrolled in Humanities area courses;

b. faculty to design and offer special courses to meet the needs of New Directions students;

c. a program of consultation and training for the faculty and students mentioned above.

It was partly on the basis of this model that the plans described above for academic counseling in each department were developed. The proposal also seeks funds to hire an area-wide faculty member who would teach interdisciplinary courses concerned broadly "with the culture and history

of major minority groups in America" and to bring to Antioch for a year the renowned jazz ensemble of Cecil Taylor.

All faculty in the Social Sciences area have been working on academic strategies to fit the needs of the new students. Curriculum plans developed thus far include a new interdisciplinary program in social work for the 21st-century and a search for a minority faculty member who would offer interdisciplinary courses focused on general social sciences and on analysis of urban problems.

The Physical Sciences area has already hired two students to coordinate their activities for the support of students who may be deficient in the basic skills necessary for participation in departmental offerings. These two seniors have been given access to funds from the Sloan Foundation for travel and research in this area, and they are also available as tutors. The Science Institute is offering several courses especially designed to meet the needs of New Directions students and plans to cooperate with social science programs in urban studies.

The Extramural Department has devoted considerable attention to the needs of the New Directions Program -- employing students in the department, opening up new jobs, and exploring new conceptions of cooperative education. Work-study money available from the federal government is being used to help low-income students take jobs that meet their needs. The Department is seeking closer collaboration between extramural and academic faculty as long-term work opportunities increase. One example of such potential collaboration, related to the interests of minority students, is the recently approved field center in Philadelphia, where about

150 students, many of them black, have worked in the school system, and where several students have combined work experience, seminars, lecture series, and independent study for academic credit. This new field center will provide such students with the support they need and improve the quality of their academic work.

Antioch Education Abroad is currently planning a new six-month program in western Africa. The program, for which support funds would be needed, would be preceded by a study quarter at Antioch which would include seminars on African history, early black American history, and comparative current urban problems. The first three-month period in Africa would comprise a study term at a local university or adult education center, with intensive courses in African and/or local history and language study, as well as informal seminars on current African affairs and urban problems. The final three months would be devoted to service projects in village and urban community centers, schools, agricultural programs, etc. AEA has also been exploring possible cooperative relationships with working class universities in Great Britain.

2. The Institute for the Solution of Social Problems

The current world-wide political, social, economic, environmental, and racial crisis -- reflected in the recurring atmosphere of confusion, activism, anxiety, apathy, and distrust on many college campuses, including Antioch's -- cries out for immediate attention from all concerned people. The entire Antioch community has a social obligation to direct, in significant proportions, some of its present and potential resources and energies in the struggle against political reaction, economic exploita-

tion, social ignorance, environmental destruction and pollution, and racism. The attempt in the fall of 1969 to establish at Antioch, with Fels Foundation funds, a Coretta-Martin Luther King Center for the study of "race, poverty, and public policy" represented a tacit admission of the inadequacy of the College's previous institutional response to these fundamental problems -- an inadequacy underscored by the fact that the collapse of the King Center plans coincided with the black students' November challenge to the Board of Trustees.

There is now at Antioch a large and increasing number of students who, by virtue of sympathy or direct experience, are deeply interested and involved in the dynamic social struggles of today. The presence of this growing body of students places on the institution and on its faculty the obligation to provide them with a sound theoretical and practical background for the work these students are committing themselves to do. The fact that many students have virtually boycotted the regular curriculum as a source for this background testifies to the need for an adequately planned and staffed program of study, rather than the ad hoc efforts of student groups such as AASI. It is for this reason, among others, that the AASI proposal to the Trustees called for the establishment of an Institute for the Solution of Social Problems.

The Institute for the Solution of Social Problems is, in embryonic form, the central academic component of the new programmatic directions. It is planned to be a semi-autonomous and evolving educational unit of Antioch College, using an interdisciplinary approach to the analysis of international, national, and local aspects of social problems. In contrast to the usual narrowly defined impartiality of traditional approaches to education, the Institute is to be totally committed to studying and

attempting to solve the problems of working class people and oppressed national minorities in the developed nations, and the cultural, political, and economic problems of developing nations. The Institute would approach these problems objectively, on the premise that objectivity is necessarily partisan if it is to address adequately the needs of those interested in effecting fudamental social change. This does not mean that the Institute would approach all these problems from some hypothetical single, coherent political or ideological point of view; far from it. There would be nearly as many strategies and viewpoints represented as individuals involved in the struggle with these complex problems; they would all be needed, and they would all be used.

Preliminary planning for the Institute has so far centered primarily on curriculum. In cooperation with the Developmental Services Center, the Institute would endeavor systematically to teach students how to study and to do effective and efficient research. It would be a problem-oriented facility. Through a focus on general social and cultural problems of societies, the Institute would introduce methods and techniques of analysis, research, and data organization in the various disciplines, as well as speed reading, library utilization, and other study tools. Special emphasis is to be placed on research techniques in the social sciences, with the aim of developing the level of sophistication and acquiring the technical and theoretical tools necessary for the determination of intellectual priorities for the solution of contemporary social problems, and in preparation for a more advanced concentration on interdisciplinary in-depth investigation of these problems. Courses and seminars are to be offered in such areas as political econ-

omy, philosophy and social theory, technology and the prerequisites of social development, the history of political and social movements, social psychology and education, and social expression and culture. It is anticipated that, ultimately, the Institute would evolve into a free-standing Area Unit of the College and would develop major field programs leading to the Antioch degree.

The Institute is expected to involve a great many Antioch faculty in its programs and concerns. Some faculty members have already begun to make changes in their existing courses in order to focus more adequately on current social problems or on the culture and history of minority groups and third-world peoples. Many are planning to develop new courses relevant to the New Directions Program in general or to the Institute in particular. Some faculty members are expected to identify themselves completely with the Institute; others would be devoting their efforts in varying proportions to Institute activities.

There will clearly be a reciprocal relationship between the regular Antioch curriculum and that of the Institute. Students -- and faculty -- will be continually drawing on the resources of both agencies, applying elements of one program to their activities in the other in a manner analogous to the design of the cooperative education program. Some students may want to supplement their regular Antioch program with courses or other activities of the Institute; others will likely be joining the Institute as the principal center of their Antioch experience. The Institute will be open to all students: the New Directions student who wants to understand the forces underlying his personal and social situation and to develop the skills to deal with that situation effectively; the humani-

ties student who seeks a clear understanding of culture as it transforms and is transformed by society; the social science student who seeks exposure to other dimensions and interpretations of his field or who wishes to engage in social action efforts; the physical science student who wishes to relate science to the planning and priorities for developing societies or to the reconstruction of developed societies. The student who joins the Institute would be more than a student: he or she would become a combination of student, teacher, researcher, scientist, and social activist.

Operationally, the current period of Spring Quarter, 1970, extending through the Summer Quarter, functions as an experimental or pilot period for the Institute. Nineteen courses are currently being offered (listed in Appendix J), and task forces are being organized in three areas. These task forces are devoted to developing program details, staffing plans, and proposals relating to (1) Curriculum Development, (2) Social Action and Practice, and (3) "Think Tank." The latter is to be a "progressive" research institue (similar in methodology to, for example, the Rand Corporation or the Institute for Policy Studies), which would direct its attention to the identification of current problems and priorities in social change, produce documented findings in these areas, and possibly develop a journal or newsletter to report its findings.

The academic year 1970-71 will be the actual developmental year for the Institute. Academic objectives and methodology for this developmental year will be basically the same as for the pilot period, but the activities of the Institute will need to be considerably expanded and will require some additional staffing for which funds will have to be raised. Major emphasis will be placed on the utilization of several consultants and non

-resident or adjunct faculty persons to aid in training activities and in the planning of future endeavors of the Institute. In addition, an expanding curriculum and the increased scope of the Institute's activities will require the appointment of two or three new full-time faculty members. Institute activities beginning in the developmental year will include:

a. Practical training in labor skills (e.g., printing, data processing, auto mechanics, electronic media) and skills useful in social and political movements; staff to be drawn from surrounding communities.

b. Research activity directed toward solving or lending guidance to theoretical and practical analysis of social change; staff to include faculty, post-fourth-year students, and graduate students drawn from Antioch-Putney and the new Union Graduate School. Facilities required will include library and resource materials and access to computer facilities.

c. Co-op jobs to provide additional practical experience in such areas as computer techniques, research or library work, etc.

Several other programs and activities are in various stages of planning, and more are expected to be generated in the course of the developmental period. It is also anticipated that, as New Directions students begin to appear, a number of academic and social programs focused on specific ethnic groups will be developed through the Institute. One such program, for Latin Americans living in the U.S., has already been suggested (see Appendix K).

The experience gained during this developmental period will be the basis for the continued planning and development of Institute activities and for the operation of programs during the implementation stage beginning in 1971. By that time, the Institute will have developed its academic, research, and practical training components to a sufficient level to warrant offering interdisiciplinary degree majors in social change.

SECTION IV: OTHER PROGRAMS AND POTENTIAL RELATIONSHIPS

The plans and suggestions described in the preceding sections stem primarily from the needs and interests of those involved in the Antioch Program for Interracial Education and the Afro-American Studies Institute, and focus almost exclusively on the Yellow Springs campus. However, not only are there several other organizations within the Yellow Springs campus which have a strong interest in programs related to social change and student pluralism, but there are also many organizations, agencies, and programs outside of Yellow Springs whose activities, concerns, and resources relate directly to those of the Antioch New Directions Program. Although cooperative alliances and associations are only in the early stages of development, these represent important potential resources and relationships for this program and should be identified in this report. Some of these organizations and programs are sketched below.

A. CAMPUS INTEREST GROUPS AND STUDY PROGRAMS

In recent years several student organizations, including the AASI, have been established for purposes of engaging in study and action programs focused on social change and the problems of minority and oppressed people. The Radical Studies Institute, established in the fall of 1968 and funded -- as is AASI -- by Administrative Council, is an organization of students and faculty members devoted to study and action centered on a broad range of political and social issues and revolutionary movements. Several of its

members have participated in the planning of the New Directions Program or are offering courses in the pilot Institute for the Solution of Social Problems, and the organization itself is currently studying its possible affiliation with the Institute. A Women's Liberation organization, developed within the past year and currently supported by funds from Community Government, has been engaging in study groups, "consciousness-raising" sessions, and action programs related to the needs and problems of women, and is examining ways in which its interests and talents might best be represented in the New Directions Program. Also within the past year, a group of students from Latin American, Asian American, and American Indian backgrounds have come together to form a Third World Liberation Front. Some of its members have been involved in the New Directions planning, and the group itself may well form the nucleus of future groups as more Third World students are admitted through the program.

In addition, several students and faculty members within the Science Institute have formed an Environmental Studies Center, which is developing several interdisciplinary courses and field programs related to conservation, air and water and soil pollution, and urban decay. As its plans and programs become more fully developed, a mutually beneficial relationship between this Center and the Institutefor the Solution of Social Problems will be expected to evolve.

B. OTHER ELEMENTS OF THE ANTIOCH NETWORK

1. Antioch Columbia

The new Antioch campus in Columbia, Maryland -- originally opened in October, 1969--offers an accredited degree program for students interested in action-oriented studies. Many features of its program are strikingly similar to the intentions and activities of the New Directions Program. The Social Research and Action Program, a major unit of the Antioch Columbia curriculum, describes itself as focusing "on the elimination of injustices through policy modification, improvement of performance on social policies, and organizational change." It is currently engaged in several projects combining research and social action, including seminars on alternative approaches to higher education, participation in community planning, planning for an environmental studies program, and "studies and research in advocacy services for the poor and powerless."

The Center for the Study of Basic Human Problems, a study program developed by several black students and staff of Antioch Columbia and located in Washington, D.C., is planning several courses in history, economics, mathematics, English, education, psychology, and biology, and focuses on such topics as oppression and colonization, African and world history, and urban design. As it is described in a recent brochure ("Antioch Columbia and Antioch in Washington"):

> Most of the student body and staff will be people from the domestic Third World (Puerto Ricans, Afro-Americans, Appalachian Americans, Mexican Americans, and Indian Americans). The principal interests of the Center will be the development of those who have been "cut off," "isolated," and "alienated" and whose society, as distinctive communities, is threatened with extinction or continuing exploitation.

The virtual identity of interests, and even of program, between these and other elements of Antioch Columbia and the New Directions Program -- particularly the Institute for the Solution of Social Problems -- points to the appropriateness of some level of affiliation. At this early stage, little activity has taken place directly in this direction, but in the course of what will be for both entities a developmental year, it is anticipated that a close relationship will take shape, especially in the form of student and faculty exchanges.

2. Antioch-Putney Graduate School of Education

At least two forms of relationship are currently envisioned between the Institute for the Solution of Social Problems and the Antioch-Putney Graduate School, though both plans are still only in formative stages. As mentioned in Section III above, the Institute plans to employ several graduate students from the Yellow Springs center of Antioch-Putney as interns to work with the research components of its academic program. In addition, considerable thought is being given to the possibility of a close affiliation between the Institute and the graduate center in Washington, D.C. A recent proposal entitled "Education Goes to the People" spells out a series of suggestions related to expanding the scope of the Antioch-Putney Washington Center to encompass "a highly integrated social sciences and humanities program emanating from a critical analysis of society, and a program of science and technology designed to consistently elevate the level of production and division of labor among working class and underdeveloped peoples."

C. CONSORTIAL RELATIONSHIPS

Antioch College's membership in several regional and national consortia provides many opportunities for Antioch students to take advantage of resources not available within the College alone. Many of these resources will be of special interest to New Directions students. In addition, several new educational and social programs being developed through consortial arrangements are similar in concept or focus to some of the major elements of the New Directions Program, and should be looked into as possibilities for cooperation or even as potential sources of programmatic fund-raising.

1. Great Lakes Colleges Association

The Great Lakes Colleges Association (GLCA), a 12-college consortium of which Antioch is a member, provides programs in international education, including opportunities to study in Japan, Mexico, Colombia, Lebanon, and Yugoslavia. Some of these opportunities, which are available to Antioch students through the AEA office, may prove attractive and beneficial to many New Directions students. In addition, GLCA sponsors an urban semester in the Germantown area of Philadelphia for faculty and students to study and act on urban problems.

2. Union for Experimenting Colleges and Universities

The UECU, an eighteen-member consortium with headquarters at Antioch, is currently developing two programs of special interest to the Antioch New Directions Program. The new Union Graduate School, an experimental

Ph.D. program, is about to begin its first year of operation. Many of its graduate students are deeply interested in and committed to social change, and several will likely welcome the opportunity to spend a period of internship in the research activities planned for the Institute for the Solution of Social Problems. On the undergraduate level, the Union recently developed and experimental degree program known as the University Without Walls, a unit of which is to be developed at Antioch. A great many elements of this program -- emphasis on interdisciplinary studies, opportunity for internship and research assistantship experience, close advisor-student relationship, and completely individualized programs -- are reflected in the New Directions Program. This convergence of interest and focus has been discussed in the course of SCIAP's deliberations, and further study should be devoted to potential future collaboration.

3. Dayton-Miami Valley Consortium

The original AASI proposal to the Trustees called for the establishment of two extension programs, offering an Associate in Arts degree, in the poor white and poor black sections of Dayton. Through the Dayton-Miami Valley Consortium, Antioch College, in cooperation with nearby Wilberforce University, has submitted a proposal for a Higher Education Facilities grant through the state of Ohio Board of Regents to study the feasibility of developing educational facilities to operate out of centers in the depressed sections of West Dayton and East Dayton. If the proposal is funded it will not only facilitate the establishment of the two degree programs called for, but also provide an opportunity for paid employment

in community service for several Antioch students.

D. GOVERNMENT- AND FOUNDATION-SPONSORED PROGRAMS

Several other proposals are being developed or planned for educational programs relating to the needs of poor people or minority groups. A group of young Chicanos in Mission, Texas, have started a school in their community devoted to the needs of Chicano people for a decent education relating to skills development and self determination. They have submitted a proposal to Antioch to help them expand and develop the school, called the Jacinto Trevino Learning Center, by acting as the school's fiscal agent for fund-raising purposes, providing student and faculty exchanges, developing co-op jobs in the school, and sharing library and other facilities. Such a program, still in the planning stage, would also provide a welcome opportunity for several New Directions and other Antioch students as well as a potential source for recruitment into the New Directions Program.

The Dayton, Ohio, Police Department has recently developed a plan for a citizen-oriented community service program in ghetto neighborhoods designed to identify root causes of community conflict and work with community residents, under their leadership, to help alleviate those causes. They are suggesting that Antioch College undertake the evaluation of the federally-sponsored program by arranging for students to live and work within the community and report their evaluation and recommendations on a quarterly basis.

Finally, the College received a large gift last year from the Rev. Edgar Lockwood of Washington, D.C., to provide special assistance to

American Indian students. Six students were admitted in the fall of 1969 through this fund, and the remainder of the money will be used to develop programs related to the needs and interests of American Indian students.

THE ANTIOCH NEW DIRECTIONS PROGRAM

SECTION V: TIME CONSIDERATIONS: PLANNING AND PRIORITIES

The energies, resources, and thinking needed for the full and successful development of the Antioch New Directions Program require time, especially lead time for fund-raising activities. The College's regular budgetary process for 1970-71 was all but completed in November 1969 when the original APIE and AASI proposals were first presented, and this fact above all others has had an enormous influence upon the planning procedures. It is for this reason that SCIAP is proposing that the current period, spring and summer quarters of 1970, be considered as Stage One, a pilot period for initial planning and experimentation. Stage Two will be the academic year 1970-71, a transitional or developmental year devoted primarily to fund raising, student recruitment, planning, and pilot programs. We view the three year period which follows as Stage Three, the period of full program implementation (1971-74). By admitting three classes of New Directions students during Stage Three, the College should be able to establish a realistic financial goal, to give itself ample time for program experience, and to evaluate the total effort by mid-1973. For purposes of budget and fund raising, the first two stages are considered together.

A. STAGES ONE AND TWO, 1970-1971: A TRANSITIONAL PERIOD

1. Fund Raising Objectives for 1971 Implementation

It is generally agreed that the success or failure of the New Direc-

tions Program will hinge upon the College's ability to raise the additional resources needed as estimated in this report. We are confident that the objectives of this new program will warrant such ultimate support. Since the bulk of this fund raising responsibility will be assigned to the Office of Development, we would urge those staff members to develop without delay a general strategy for a major fund raising campaign during 1970-71, aimed at the following goals:

a. Student Financial Aid

As shown elsewhere in this report, the major portion of needed funding for New Directions is for student financial aid. An articulate and persuasive case must be formulated to meet the problem of raising private capital for student aid (particularly grant aid) in the face of contradictory public policy and attitudes ("Why should low-income students attend a high-cost college?")

b. Supportive Service and Staff

Next to student aid, this should be identified as a high priority item for special appeals. The validity of an independent, centralized Developmental Services Center as proposed should be emphasized, noting its uniqueness in an educational setting that historically has had a reputation for high academic standards and intellectually oriented students.

c. New Program Units and Teaching Faculty

Similarly, special appeals should be designed for the funding of curricular components of New Directions, such as the proposed Institute for the Solution of Social Problems, the African Field Seminar of AEA, and urban extension centers, including new teaching personnel.

d. Planning and Staff Support

The remaining goal of fund raising includes the additional expenses needed for student recruitment, financial aid administration, and fund raising, together with the general administrative costs of the New Directions planning and managerial offices.

We are hesitant to offer any counsel regarding actual fund-raising techniques beyond suggesting that expanded use be made of both students and

faculty in these efforts. The new promotional film will obviously serve the college well in this regard.

2. Interim Funding for On-going Activities

Although the thrust of a major fund raising campaign will be directed toward the 1971-72 year and beyond, there will be some crucial funding needs facing the New Directions Program during its transitional stage. Support for Development Office expenses, student recruitment activities, pilot programs, planning services, on-going APIE expenses, and pilot support service must be found with the utmost urgency so that these needs can be met early in the 1970-71 year.

We are already aware of a few possible sources, however tenuous they may be. The King Center Fund has some remaining funds; the Lockwood Grant can be utilized in connection with developing programs for American Indians; discretionary use of supplementary funds within departments may still exist; allocation of funds from the 1970-71 budgets of AASI and RSI has been discussed; perhaps funds from the spring appeal of the Gateway Program can be acquired; and income from pending governmental and foundation proposals is another possibility. Such "loose" money must be carefully cultivated if the College is to be able to underwrite the momentum of the past six months and carry it into and through the transitional year just ahead. We need a financial springboard.

B. STAGE THREE, 1971-1974: IMPLEMENTATION

1. Students

In response to SCIAP's concerns, the Office of Admissions has already

made considerable effort, over and above the continuation of the APIE program, to seek out students who fit the qualifications established for participants in the New Directions Program, and the Financial Aid Office has adjusted its priorities to conform with these efforts. The program will not be fully under way, however, until the 1971-72 academic year, when Antioch admits its first group of 80 or more New Directions students. By 1973-74 at least 240 such students will have been admitted, and the initial group will be in their third year of study. By that time the College should have a much clearer sense of the needs and interests of New Directions students, and can adjust its programs accordingly.

2. Supportive Services

By 1971-72 organization and planning for the various supportive service programs should be complete, and the College should be well prepared to help these students to thrive in the new atmosphere into which they will be coming. The orientation program will have been carefully planned to facilitate the transition into the Antioch environment. The Developmental Services Center will be fully operational and fully staffed to serve whatever special academic needs and other problems of adjustment or preparation which students might have. And each department will have students and faculty available and ready to provide workshops and tutorial assistance.

3. Program

Considerable modification of and additions to existing College programs will have taken place during the 1970-71 developmental year in pre-

paration for the full implementation of the New Directions Program: new faculty will have been hired, new courses will be offered, new co-op job opportunities will have been made available, and new AEA programs will have been developed. The Institute for the Solution of Social Problems will be in full swing in 1971. A full.academic program will have been developed, including degree majors in interdisciplinary fields related to social change. A practical training program will be under way, staffed by several local people with special skills. A variety of research programs will be undertaken, under the direction of a large professional and semi-professional staff drawn from Antioch and other nearby faculty, fifth-year Antioch undergraduates, and local graduate interns.

4. Staff

The appointment of a Dean for New Directions and a description of his duties and responsibilities are referred to in Section VI below. By 1971-72 this office should be fully functional, with complete staffing as necessary. During this period of implementation the new Dean would also be responsible for the coordination of both the research and evaluation processes of the program, with the research being delegated largely to the Testing Office and the Office of Program Development and the evaluation being assigned as the responsibility of the proposed New Directions Review Committee.

THE ANTIOCH NEW DIRECTIONS PROGRAM

SECTION VI: MAJOR COST ESTIMATES: INTERIM FUNDING

The cost estimates shown below cover the various interim program and operational needs for 1970-71 described in Section V.A.2. ("Interim funding for on-going activities"). Since personnel decisions are involved with some of these budgets, the prompt acquisition of funds will be important.

A. SUPPORTIVE SERVICES

1. Departmental Counseling Program

In order to provide individualized help and attention to students having difficulty because of lack of confidence or basic skills in a specific subject area, funding will be required to hire part-time student assistants in each academic department for tutoring and conducting workshops and to secure a portion of released time of a designated faculty member in each department for tutoring and supervision.

Interim Budget Request: 1970-71

Academic Departments

Departmental Supervisors (18 @ 1/9 released time @ $12,500)	$25,000	
Part-time Student Assistants (2 per department, 10 hours per week at $2.00 per hour, 44 weeks)	31,680	
Total		$56,680

2. Developmental Services Center

The Developmental Services Center will have the major responsibility for developing and coordinating the supportive services needed by the New Directions and other students. It will require the hiring of a specialist in reading, writing, and study skills; several part-time teachers, on a released-time basis, with interest or experience in teaching basic skills; and a number of upperclass students who will serve as counselor-tutors. A Coordinator will also be needed, with experience in counseling, remedial programs, and working with minority-group students, to (1) administer the various counseling and tutoring programs conducted through the Center, (2) coordinate the training of faculty and students in dealing with special student problems, and (3) provide liaison with the related programs of the Dean of Students Office, the academic departments, the Institute for the Solution of Social Problems, etc. For all of these personnel needs, as well as for the necessary secretarial assistance, supplies, etc., new funding will have to be sought.

Interim Budget Request: 1970-71

Developmental Services Center

Center Coordinator	$14,000
Reading Specialist	12,000
Secretary	6,000
Six Part-time Faculty (1/6 released time)	12,500
Ten Part-time Student Assistants (20 hours/week, $2.00/hour)	17,600
Teaching Materials	4,000
Teaching Equipment	6,000
Office Supplies	2,500
Fringe Benefits	4,260

Total	$78,860

Total Cost Estimates: Supportive Services $135,540

B. NEW PROGRAM DEVELOPMENT AND OPERATION

1. AEA Africa Program

The Antioch Education Abroad plans for a three-month Antioch seminar on Africa followed by a six-month Africa field experience call for supplemental funding in two stages. Funds will be needed during the 1970-71 academic year for further program development, planning, and travel. Thereafter, the anticipated annual costs for operation of the program, over and above tuition, are estimated at $50,000.

Supplementary Budget Request: 1970-71

AEA Africa Program

Total Developmental Costs (est.)	$10,000

2. Institute for the Solution of Social Problems

Developmental and pilot activities for the Institute for the Solution of Social Problems will require new funding for the hiring of outside consultants to help in program planning and instruction in special fields, adjunct instructional persons to conduct practical training programs, new full-time faculty to help develop and teach in an interdisciplinary curriculum in social change, and graduate interns to assist

in research activities. Estimated costs for these staff needs and for materials and supplies are as follows:

Interim Budget Request: 1970-71

Institute for the Solution of Social Problems

Consultants and Adjunct Faculty	$30,000	
New Full-time Faculty		
(3 @ $12,500 each)	37,500	
Fringe Benefits (@ 15%)	5,625	
Graduate Student Assistants:		
(4 @ $5,000 each)	20,000	
Materials and Facilities	10,000	
Office Supplies and Staff	2,000	
Total		$105,125

Total Cost Estimates: New Program Development $115,125

C. Operational

1. Admissions and Financial Aid Administration

Funding for the additional costs of student recruitment and, to a lesser extent, financial aid administration, above and beyond the fixed 1970-71 budget will be required. It is proposed that the two aid administrators be released from their part-time admissions responsibilities during 1970-71, thus allowing them full attention to their increased workload in the Office of Financial Aid. This transfer of duties would be absorbed by the proposed interim funding budget for the Office of Admissions as illustrated below:

Supplementary Budget Request: 1970-71

Office of Admissions

a.Salaries	$18,000
b.Wages	2,000
c.Travel	4,000
d.Campus Visits	5,000
e.Printing/Publications	1,500
f.Office Supplies, etc.	1,000
Total	$31,500

a. Salaries to support one additional full-time staff member for 12 months ($12,000), and one secretary ($6,000).

b. Wages for one student intern, fall and winter, full time ($90 per week).

c. Travel to support staff member, student intern, other faculty and students.

d. Campus visitations by selected New Directions candidates (approximately 50 @ $100 per visit).

e. New publications relating directly to minority group recruitment.

f. General office expenses and overhead.

2. Development Office Expenses

It is proposed that interim funding be made available to the Development Office for 1970-71, beyond its present budget allocations, so that an early beginning can be made toward the critical task of raising New Directions funds for 1971-72. A special four-member task force has been suggested as the locus of such efforts, assisted of course by the regular staff and volunteer students and faculty. The task force would be composed of a Staff Associate (in charge), a Ford Foundation Intern

(supported by the Foundation), a full-time secretary, and a student intern (with possible CWSP support). The Task Force would also coordinate the activities of the regular sraff members with Trustee solicitation, Friends solicitation, the Annual Alumni Fund, state and federal programs, foundations, and corporations:

Supplementary Budget Request: 1970-71

Development Office

Salaries and wages	$24,000
Travel	10,000
Printing, list rentals, other promotional materials	10,000
Other/Miscellaneous	2,500
Total	$46,500

3. New Directions Staff Operations

It is imperative that a new major administrative position be created, perhaps with staff line responsibility to the Dean of the Faculty, which would have the authority and responsibility for the planning, coordination, and general management of the Antioch New Directions Program.

This renewable faculty appointment should be made as early as possible in the 1970-71 year. During the transitional year this person, the Dean for New Directions, would be working in a liaison role with admissions, development, the APIE office, the Dean of Students, and individual academic departments in various ways, assisting in student and faculty recruitment, fund raising, pilot program operations, and other program development. Such a person should be aggressive in making recommendations

for institutional changes necessary for the effectiveness of the New Directions Program and in encouraging efforts to eliminate any existing institutional racism or class bias. The specific details of this position should be worked out in further study, as SCIAP has not had time time to do so.

Interim Budget Request: 1970-71

Office of the Dean for New Directions

Salaries:	$22,000	
Dean ($16,000)		
Secretary ($6,000)		
Travel	1,500	
Outside consultant Fees	1,000	
Office Supplies, etc.	1,000	
Total		$25,500

4. APIE Administrative Costs

As originally conceived, the non-scholarship or administrative costs of the Antioch Program for Interracial Education were to be met by foundation and government (Talent Search) contributions, mostly the latter. With the close of the 1969-70 year that support has ended, though the APIE Program continues -- with the final "class" of 13 students enrolling this year. Effective next year the administrative costs of the APIE Office will be charged against the General Budget of the Dean of Students. Because of the APIE Program's close affinity to the very purposes of New Directions, and because of its probable merger or collaboration with the New Directions Program, it is recommended that the net administrative costs shown here be incorporated into the

Major Cost Estimates for Interim Funding:

Supplementary Budget Request: 1970-71

APIE Office

Salaries		$21,000
Travel		1,500
Office Supplies		1,000
Special Instructional Materials		1,000
Publications		1,000
	Total	$25,500
Available from Gen. Budget		-5,000
	Net Total	$20,500

Total Cost Estimates: Operational $124,000

SUMMARY OF COST ESTIMATES: INTERIM FUNDING

Supportive Services	$135,540
New Program Development	115,125
Operational	124,000
TOTAL INTERIM FUNDING NEEDED, 1970-71:	$374,665

THE ANTIOCH NEW DIRECTIONS PROGRAM

SECTION VII: MAJOR COST ESTIMATES: NEW FUNDING

The cost estimates in this section of the report are for the three academic years beginning with 1971-72, except for the financial aid projections which cover a more extended period (for reasons described below). These estimates have been arrived at with some care, but also with some qualifications, owing to the unpredictable long-range nature of the variables.

A. STUDENT FINANCIAL AID

SCIAP recommends that a minimum of 80 New Directions students be admitted with the entering classes of 1971, 1972, and 1973, and that this figure be used as the target for fund-raising purposes. Other models were considered, namely 60 and 100 students per class. Eighty as a number was preferred for these reasons: it corresponds realistically to the number of Federal Educational Opportunity Grants that Antioch can expect to receive for the Yellow Springs campus during the period under question; it allows the College to aim above the 10 percent minimum minority group representation recommended for each entering class; and as a subjective judgement the projected total aid costs based on 80 students appear to be a realistic goal.

In calculating the total amount of new aid funding needed for New Directions students, certain assumptions were made: each student would have full need; support must be provided for a full five-year

program; and incidental expenses are to be covered by the cooperative job savings or other sources. it was also assumed, with some hesitancy, that the current levels of contribution from federal, state, and other "outside" sources would remain generally stable during this period. Other assumptions and computational information are included in the footnotes of Table A, which appears on the following page. (See also Appendix F: "New Financial Aid Funding Needed per Class.")

TABLE A

NEW FINANCIAL AID FUNDING NEEDED BY YEAR

Year	Fixed Expenses[a]	Students[b]	Loan Capital[c]	Wages[d]	Grants[e]	Totals
1971-72	T1-3850 Gt-2625 Ln- 900 Jb- 325	80	-0-	$ 5,200	$ 159,000	$164,200
1972-73	T1-4120 Gt-2795 Ln- 975 Jb- 350	148	$ 40,500	10,400	319,000	369,900
1973-74	T1-4410 Gt-2985 Ln-1050 Jb- 375	206	94,725	15,450	483,070	593,245
1974-75	T1-4720 Gt-3220 Ln-1100 Jb- 400	172	74,400	13,760	443,760	531,920
1975-76	T1-5050 Gt-3450 Ln-1175 Jb- 425	152	66,450	12,920	427,120	506,490
1976-77	T1-5400 Gt-3700 Ln-1250 Jb- 450	96	22,500	8,640	291,960	323,100
1977-78	T1-5780 Gt-3880 Ln-1400 Jb- 500	48	-0-	4,800	155,520	160,320
Totals		(enrolled: 240) (degrees: 144)	$298,575	$71,170	$2,279,430	$2,649,175

Notes:
a) Total Fixed Expenses (T1) include room, board, tuition, and fees as covered by a grant (gt), the loan base (ln), and a part time campus job (jb); expenses increase at a rate of 7% a year, rounded to the nearest $50.
b) Eighty students admitted annually in 1971, 1972, 1973; attrition rate calculated at 30% for first two years, 10% for third year, 0% for fourth and fifth years (total 40% attrition).
c) Total loan need less $90,000 annual NDEA contribution; 25% of difference for state and private loan contribution.
d) Represents the 20% institutional match for the Federal College Work-Study Program (CWSP).
e) Total grant need less private, state, and Educational Opportunity Grants (EOG), estimated at $640 per student.

This may be a conservative estimate. The attrition rate (based on experience) may be pitched too high, for one would expect a higher retention rate among New Directions students if the total program is to be successful. The inflationary factor of 7 percent annually may be too low. Federal College Work-Study Program (CWSP) funds may not increase. And if, in fact, the College decides to liberalize what appear to be excessive loan and job requirements, and if additional allowances (for books, medical care, living expenses, etc.) are to be provided for total need students, similar to the present APIE policy, more grant money will surely be needed. All in all, we are fixing the total amount needed for student aid at an estimated $3,000,000 (three million dollars) .

Based on the data supplied in Table A, the following observations can be made:

a. Approximately $18,000 would be invested in each degree earned.
b. Approximately $11,000 would be invested in each enrolled New Directions student.
c. Approximately $20,000 would be invested in each New Directions student entering in 1971 who completes the program in five years.

Should the College be successful in raising the $3,000,000 for student financial aid, we would suggest that the monies from the General Budget (approximately $500,000 projected for 1970-71) traditionally allocated to financial aid be reassigned in one or more of the following ways, depending on prevailing conditions:

a. as a supplementary source of funding for New Directions students' financial aid, or program development, or both;

b. as a source of continuing aid support for non-New Directions students needing assistance, e.g., middle-class students, foreign

students;

c. as a source for meeting other critical claims upon the General Budget even though not directly related to the New Directions Program.

It should go without saying that the projected additional income for student aid should not only loosen the College from the "push-pull" grip of relying upon a rising tuition rate for an ever increasing demand for tuition discounts (scholarships), but it should also serve as a force in slowing the inflationary spiral of tuition charges per se during the period ahead, thus providing needed indirect scholarships to all students.

B. SUPPORTIVE SERVICES

It is impossible to estimate with any real precision the costs of the supportive service programs for the three years beyond 1970-71. Both the departmental counseling program and the Developmental Services Center are subject to modification, expansion, or reduction as the College gains more experience with student needs. During the course of the developmental year, other programs may be developed, adding to or substituting for the programs already planned, and thus affecting the total cost. However, for purposes of having some figures around which to plan for budgeting and fund raising, we are assuming a seven percent annual cost increment, using the 1970-71 figures as a base.

1. Departmental Counseling Program

1971-72	$60,648
1972-73	64,893
1973-74	69,436
Total	$194,977

2. Developmental Services Center

1971-72	$84,380
1972-73	90,287
1973-74	96,607
Total	$271,274

Total New Funding: Supportive Services $466,251

C. ACADEMIC PROGRAMS

It is more difficult to estimate accurately the projected costs of the new academic programs. Since plans for the new Africa program are still in the early stages, AEA's estimate of $50,000 above tuition for annual operating costs of the program is only tentative, and may prove too high or too low. As mentioned earlier, there are several program plans being generated for the Institute for the Solution of Social Problems which are not reflected in this report, and others may be developed during 1970-71. Any of these developments and others would have an effect on the projected figures for the implementation stage. Again, for the sake of simplicity, we are assuming a seven percent inflationary increase.

1. AEA Africa Program

1971-72	$50,000
1972-73	53,500
1973-74	57,245
Total	$160,745

2. Institute for the Solution of Social Problems

1971-72	$112,484
1972-73	120,358
1973-74	128,783
Total	$361,625

Total New Funding: Academic Programs $522,370

D. OPERATIONAL

The administrative and operational expenses noted above in Section VI must, of course, be extended into the three-year period of program implementation. The only exception will be the administrative costs of the APIE Office, which are to be absorbed in the General Budget through the Dean of Students Office beginning in 1971-72. In computing these projected expenses, we assume a 7 percent increase across the board, using 1970-71 as the base year.

1. Admissions and Financial Aid

1971-72	$34,419
1972-73	36,828
1973-74	39,405
Total	$110,652

2. Development Office

1971-72	$49,755
1972-73	53,237
1973-74	56,963
Total	$159,955

3. New Directions Office

1971-72	$27,285
1972-73	29,194
1973-74	31,147
Total	$87,626

Total New Funding Needed: Operational $358,233

SUMMARY OF COST ESTIMATES: NEW FUNDING

Student Financial Aid	$3,000,000
Supportive Services	466,251
Academic Programs	522,370
Operational	358,233
TOTAL NEW FUNDING NEEDED, 1971-74:	$4,346,854

THE ANTIOCH NEW DIRECTIONS PROGRAM

SECTION VIII: SUMMARY AND RECOMMENDATIONS

A. SUMMARY

The Antioch New Directions Program represents a substantial commitment of the College to redirect much of its energies and resources toward achieving the parallel aims of student pluralism and social change. This report has attempted to define these complementary thrusts, to describe their interlocking and interdependent relationship, and to assess the tasks that will need to be fulfilled to assure their accomplishment.

In order to work in a very direct way to effect some measure of social change, Antioch will undertake to admit a minimum of 80 low-income, minority, working-class students each year beginning in 1971. In order to assure the success of these students in their college career and to make student pluralism effective and meaningful, the College will develop, in progressive stages, a comprehensive program of academic, personal, and financial supportive services, and a full-scale academic program centered around the problems of minority and oppressed people. In order to work more generally toward fundamental social change, this academic program will also engage in a variety of research activities focused on the identification and solution of social problems and directed in large part by people from low-income and minority backgrounds. Finally, in order to achieve these ambitious efforts, the College will have to launch a major fund-raising campaign, drawing on all available resources. For a small college with limited resources to challenge itself in this way is an exciting and significant occurrence.

Historically, it represents another opportunity for Antioch to act as a prototype and experimenter among institutions of higher education.

This document, it must be pointed out, should be considered only a terminal report from the Steering Committee to Increase Antioch's Pluralism. It is not, and was not meant to be, a terminal or definitive report on the Antioch New Directions Program; in that respect it is, rather, simply a progress or intermediate planning report. Due to circumstances of time, staff, money, and expertise, SCIAP could for the most part only generalize and estimate, provide ideas and suggestions, indicate directions and possibilities. We were unable, for example, to elaborate alternative models with different cost figures from which to choose. Much detailed planning is needed in the immediate future, along with considerable testing of ideas, debate and discussion, experimentation, and organizing activity. For this reason it is vitally important that the College proceed without delay with the next stages of planning and implementation, utilizing all appropriate decision-making processes and channels of administrative action and communication.

It remains to be emphasized that we as a committee have enough faith in ourselves and each other, and in the Antioch Community as a whole, to aim for these formidable but worthy objectives. The Recommendations which follow are based on the faith.

B. GENERAL RECOMMENDATIONS

In order to implement the Antioch New Directions Program described in this report, the Steering Committee to Increase Antioch's Pluralism makes the following recommendations to the Antioch College Community:

1. That in 1971, 1972, and 1973 the College should have a minimum of 10 per cent of its entering classes composed of students from low-income working class and ethnic backgrounds, and that approximately half of that number be considered as "high-risk" when measured by traditional academic criteria; furthermore, that students not necessarily in the traditional college age group (i.e., veterans, older men and women) be recruited.

2. That the Admissions Policy Statement and the Student Financial Aid Statement be amended to include a statement reflecting the College's policies and practices with respect to minority group students.

3. That a Special Review Committee be established annually to assist the Admissions Committee and Staff in the evaluation of minority group applicants, the membership being composed of students and faculty or staff whose backgrounds or experiences are similar to those of the applicants.

4. That the 1970-71 academic year be considered as a transitional year from the standpoint of development, planning, and fund raising, and that the three-year period 1971-1974 be viewed as the formal period of implementation for the New Directions Program.

5. That the Office of Development be directed to design and execute a major fund raising campaign, beginning in 1970-71, for the purpose of funding the major objectives of the Antioch New Directions Program, with primary emphasis upon student aid, supportive services, and new programs.

6. That a new administrative position be created, the Dean for New Directions, which would have the major responsibility for planning, coordination, and general management of the New Directions Program; this appointment should be effective with the 1970-71 year.

7. That the present SCIAP Committee be discharged with the close of Spring Quarter (1970) as having completed its assignment, and that a new body be formed by the Administrative Council.

8. That this new body be named the New Directions Program Council; that it be formed Summer Quarter, 1970; that it be a standing committee of Administrative Council; and that it include the Dean for New Directions as an ex officio voting member.

9. That the Administrative Council appoint a New Directions Review Committee in the Fall of 1972, to report no later than June 1, 1973, in order to determine continuation of the program beyond 1973-74.

10. That the first program priority in 1970-71 be given to the early establishment of an independent, centralized Developmental Services Center available on a voluntary and referral basis to all students.

11. That further study be given to the question of focusing student recruitment activities on a specific ethnic group each admissions cycle as a means of enrolling a "critical mass" of students capable of providing self-support and large enough to justify special programs.

12. That individual academic departments or areas be encouraged to incorporate into their programs arrangements whereby upperclass student assistants (using CWSP funds whenever possible) would be hired and trained to provide tutoring services and special courses and workshops for students needing such assistance in connection with regular courses offered by the department; these arrangements should complement the supportive services of the proposed Developmental Services Center, and should be coordinated and supervised by a designated faculty member in the department.

13. That a member of the Dean of Students Staff be designated as the liaison dean for New Directions students, responsible for student personnel services as they relate to these students.

14. That the First Year Program Syllabus be modified so as to provide more structure (conventional courses, requirements, regular evaluations) to entering students on an optional basis.

15. That the Institute for the Solution of Social Problems be established through regular procedures as a new program unit of the College, beginning in 1970-71, with interim funding; that in subsequent years as a free-standing Area Unit it be authorized to make a claim upon the General Budget of the College for funding, unless outside support is obtained.

16. That the College make a continuous and conscientious effort to increase minority group representation throughout the teaching faculty and administrative staff.

17. That present financial aid policy be revised so that (a) the required loan base and part-time work component of the aid "package" can be liberalized on a discretionary basis, and (b) financial need will be the only factor in determining financial aid for New Directions students.

18. That institutional funds in the form of tuition reduction grants, loans, and part-time job opportunities continue to be made available to aid applicants with modest need and desirable personal and/or academic qualities; and that a scholarship budget for foreign students be reestablished, recognizing another important facet of student pluralism that should not go unnoticed.

19. That as part of the regular budget process during the period of implementation (1971-1974), the various Budget Groups give special attention to the needs and objectives of the New Directions Program in the allocation of supplementary funds.

20. That consideration by the Extramural Department be given to the question of reducing the 85 credit cooperative work requirement for entering older students with significant work/travel experience in their backgrounds.

21. That an in-service workshop to orient new faculty toward working with a diverse student population be offered annually.

22. That subsequent study be given to both the applications and implications of the New Directions Program with regard to the other campuses of the Antioch System, inasmuch as this report has intentionally addressed itself solely to the undergraduate program in Yellow Springs.

We are encouraged by the fact that the Antioch faculty, in its meeting of April 21, 1970, has passed four additional resolutions pertaining to faculty commitment to the major features of the New Directions Program. These resolutions are included as Appendix L at the end of this report.

C. SPECIFIC RECOMMENDATIONS TO THE BOARD OF TRUSTEES

The Steering Committee to Increase Antioch's Pluralism recommends:

1. That the Board endorse in principle this report and its general recommendations, and that the Board commend it to the Antioch Community for consideration and implementation through its normal decision-making processes.

2. That the Board, in collaboration with the Administrative Officers and Faculty, and in order to achieve the minimum target figure of eighty (80) New Directions Students to be admitted in 1971, 1972, and 1973, design and execute a major fund-raising campaign for the Antioch New Directions Program, for which the total cost estimates are $4,346,854.

3. That the Board immediately undertake the challenge of raising $250,000 in additional special funds for the College by July 1, 1970, to help meet the interim costs of the New Directions Program during the 1970-71 transitional year.

* * * * * * * * * *

Respectfully submitted,

	Charles Alston	f-w	Pete Fessenden	f	Edsel Matthews
	Dale Anderson	f-w	Robert Friedman	f-w	Lee McCoy
	Robert Atkins		Hank Ganges		Joe McFarland
f-s	Floyd Ballesteros		Jewel Graham	f	Hollis Price
	Bill Brower		Howard Greenlee	w-s	Bill Santiago
w-s	William Chappelle	w	Susan Kakesako		Mel Steinberg
	George Cooper	f	Richard Linzer	w-s	Carl Stephens
	Robert Davis	s	Frank Logan	f	Hal Taussig
w-s	Alan Draney	f	Steve Lythcott	f	Roosevelt Vonil
	Rick Erlich		Sue Marshall		Offie Wortham

(Small letters before members' names indicate College quarters during which they served on SCIAP. All others served for all three quarters.)

Appendix A

Mr. Wortham proposed (**) to the Board of Trustees on November 7, 1969, that:

"Antioch College

1. should strive to have a minimum of 10% of its undergraduate student body composed of minority students, and of that number at least half be high risk.

2. should strive toward proportional representation of minority group persons on every level of institutional activity.

3. should have in its admission policy a statement as an affirmative action clause indicating what the school's admission practice is for minority students.

4. should make appropriations out of its normal operating budget for the recruitment and financing of minority students.

5. should seek to take full advantage of all federal aid programs for minority students.

6. should use financial need as the only factor in determining financial aid for minority students.

7. should use a twelve month year in assessing financial need should an academic program extend beyond the normal academic year.

8. should determine the admission of minority students through a special committee, the composition of which should include black/brown/Indian students and faculty who are sensitive to the needs and problems of minority students.

9. should eliminate the use of aptitude test scores as a major factor in determining eligibility for admission for minority students.

10. should assure minority students at least two years in which to adjust to university environment.

11. should extend supportive services to all minority students to insure successful college careers."

(**) A similar resolution was passed by the 1969-70 Assembly of the National Association of College Admissions Counselors on Oct. 11, 1969

Appendix B

Bill Brower read the following statement at the Board of Trustees meeting 11/7/69:

"Each generation must out of relative obscurity discover its mission, fulfill it, or betray it." --Franz Fanon.

Antioch College presents itself as educationally distinctive from the "run of the mill" institutions. It emphasizes "human values," "rational approaches," "non-antagonistic approaches," "open-ended approaches," etc., ad infinitum. Some people say ad nauseum. However, the substance of the "Antioch Experience" has been historically limited by the narrow composition of its student body. Its approaches have been open ended for middle class whites only. You can come here and do your radical thing (middle class). The "human values," community norms, which used to obtain in the "good ole days" reflected the backgrounds and prejudices of the white middle class and well "exposed" (socialized) non-whites. This experiment has been extremely one-sided. The introduction of a larger number of "high risk" (primarily black) "students" ostensibly corrected that imbalance. However, the manner in which "high risk students" were introduced to Antiochians reeks of welfare, the food stamps approach. "Norm," "values," etc. were rigidly viewed as absolutely valuable for all people at all times instead of reflecting the interests of a particular group of people which they did. "High risk students" came to view as a disruption to the Antioch Community to the extent that their historically determined priorities made their values different from the "norm." No programmatic adjustments were instituted to accommodate the "high risk student." This imposed upon "the high risk students" the responsibility of doing their thing. The Afro-American Studies Institute is one of the forms "high risk thing-doing" has taken. The AASI is the programmatic step beyond dumping selected objects of interest from the major ghettos of interest into "Woodstock," Ohio. The history of AASI represents the evolution of the means by which some black students have attempted to meet their needs. These needs are not arbitrarily arrived at. These needs are determined by the historical material condition of the black community in relation to the general motion of this society (United States). Evolution means development from lower to higher level, in this case an increase in clarity about the precise character of both the personal and collective needs of Black Students. Antioch College is simply a set of circumstances presenting relatively less resistance to high risk "thing doing" within liberal limits. Antioch is not the cause but the circumstance. Black student activity of this nature either on a higher or lower level is happening everywhere. It is the norm for Black students. It is the historically determined norm. Given the crisis which has hit the Black community, Black students have no choice but to make consolidated attempts to develop a method of solution.

What does all this mean in relation to HEW, open community, the drop in money gifts, etc.? It means that Black students have developed a creative and wide-ranging program on scarce resources and at great personal and collective sacrifice. Our resistance to opening up the program reflects the fact that we developed it as a result of programmatic neglect on the part of the College to meet what we perceived as our pressing needs. The only rationale for accepting the responsibilities we have shouldered is the freedom we have to develop a program to meet our needs. Now pressure is being exerted on us to shoulder additional responsibilities. We are to open up our program and contribute to the education of people who have considered us a high risk. The role we have played thus far smacks of exploitation. That is, we, with little reward other than being made an example of by the United States government, have done the job of harnessing and putting into constructive direction the energies of Black students. An open program under present conditions implies plunder, self-sacrifice gone mad. Opening our program without consequent changes across the board in the College is out of the question because it would impose responsibilities on us that are not ours. In other words, given certain changes we would happily open the AASI.

What changes are we calling for?

1. Increasing both the numbers of and amount of financial aid committed to 'high risk students.' By this we mean increasing the numbers of both poor black and white. The range of black students on this campus more accurately reflects the complexity of the black community than does the range of white students reflect the complexity of the white community. Therefore middle class whites make demands on non-middle class blacks to fill gaps in their experience (objects of interest), to educate them.

   That is a valid priority from their point of view except that blacks have other similar priorities among themselves which are all time consuming. The presence of non-middle class whites (high risk whites) would change the need of whites to depend on blacks for that kind of subjective education known as 'opening up the lines of communication.' It would set the conditions for communication between either groups on a more feasible (i.e. objective) level namely the solution of social problems as opposed to the solution of hang-ups on either side.

2. The development of an Institute for the solution of Social Problems concerning itself with analysis and theory. This Institute would be inter-disciplinary emphasizing the international and national components of social problems. This Institute would include students focusing on the particular problems and predicaments of Afro-Americans, Poor White, Indians, Mexicans, Puerto Ricans, et cetera. One important aspect of this program is to eliminate the non-essential antagonisms among these groups so that they can concentrate their energies on the real villain, state monopoly capital. The criterion for participation in this Institute (primarily a center of progressive theoretical studies) is a committment to participate in community work (to be defined).

3. The establishment of two community extension programs: one in primarily white East Dayton and one in primarily black West Dayton. Each participant in the on-campus facility would be required to play major roles (2/3 of co-ops) in the community extension best suited for the individual. These extensions would be centers of study and interaction between community people and students. The centers would follow the two year college format and grant associate degrees. The tuition to such a center would be minimal (under $1000.00 per year). Any graduate in good standing from the extension programs would have the right of automatic admission to Antioch's home base at the same tuition as commuter students. The extension programs would emphasize poly and para-technical training as well as social sciences, physical sciences and the arts. The programs would attempt to integrate themselves into the respective communities as agents of fundamental social change.

4. Since the recommendations 1, 2, and 3 imply a substantial committment of resources both human and financial, we would suggest that Antioch consider some substantial organizational changes. The steady tuition increase has the objective consequence of reducing the numbers of high risk students, not increasing them as this paper suggests, thus placing the reality of Antioch in absolute contradiction to its rhetoric.

Like the small business, the small college of today is in trouble especially if it is politically suspect. We suggest that Antioch reorganize its resources as if it were in the midst of a depression. This does mean that faculty might end up receiving the same compensation as workers. This would mean that if a person wished to teach at Antioch he or she would have to be more committed to teaching and changing than to money. We suggest that Antioch move away from being a business subject to the vagaries of business and move forward as community organized around scarce resources committed to fundamental social change. This is a problem of great complexity (not to be glib) and the above statements are conceived as possible directions only.

What would these suggestions accomplish?

a) Antioch's rhetorical committment to the solution of problems of 'race, poverty, and public policy' would be translated into concrete action.

b) An example would be set of how to concretely move to reduce the possibilities of race war and fascist repression.

c) The HEW hassle would be settled.

d) A realistic basis for white/black communication would be established.

e) Such an organizational and programmatic format has good fund-raising possibilities albeit on a short-term basis.

f) WE COULD GET ON WITH THE REAL BUSINESS OF THE DAY!

Appendix C

(from Board minutes)

Education for Black Students

This matter had been discussed at the annual meeting in May 1969, and was on the agenda again at the request of the Board. In November, as in May, there was pressure on the College from the Department of Health, Education, and Welfare, some community members, and trustees for action to require the AASI and Unity House to open its facilities publicly to all. Trustees sought at this meeting to identify and find solutions for the problems that led to the formation of AASI and Unity House. After nearly six hours of discussion and debate that started Friday afternoon and continued most of Saturday morning and into the early afternoon, the Board adopted the following resolutions:

1. The Board endorses the over-all directions of the proposals of AASI and APIE. We ask the President and Administrative Council to prepare a plan at the earliest possible moment moving in the direction indicated by these proposals and to call a special meeting of this Board to consider that plan.

2. The Board reaffirms without reservation the principle that all Antioch facilities are open to all faculty and students without regard to race, color, creed, or national origin. To this end the President and Administrative Council will immediately consider ways and means of applying this principle to AASI and Unity House at the next quarter opening in January.

3. The Board supports the President and Administrative Council in seeking sufficient time from HEW to carry this out.

4. The members of the Board pledge their individual assistance as called upon by the administration to implement this program. The Chairman of the Board shall appoint a task force of Board members to cooperate with the administration in finding funds and otherwise helping to carry out this resolution.

5. We endorse these measures because of their importance in their own right and because of our belief that they are crucially important in the development of the College.

Appendix D

MEMORANDUM

March 16, 1970

TO: Administrative Council

FROM: Admissions Committee

RE: Proposed addition to Admissions Policy Statement

As a way of implementing its long standing principle of student diversity, Antioch shall make a concerted effort to recruit and admit students from low-income and working class backgrounds (non-professional, industrial and agricultural workers and their children).

Such students will be recruited from many ethnic groups, but token representation of minority groups will be avoided. It will be important to try to recruit sufficient numbers of each group to achieve an effective number of students capable of providing self-support and large enough to justify programs of interest to the group.

In evaluating candidates for admission from these backgrounds, traditional measures of academic potential (grades and SAT scores) shall not be significant criteria for admission. Much more attention shall be paid to other personal factors. Students who have shown signs of independence, maturity and self-reliance and who have been actively involved, (e.g. in their communities, their schools, in political or social action, etc.) will be considered strong candidates for admission. Students who have been working or serving in the armed forces will be encouraged.

In making admissions decisions involving working class and low-income students, the Admissions staff shall work with a special committee made up of students and faculty with backgrounds and experiences similar to those of the applicants. This committee shall read admissions folders and make recommendations to the Admissions Office.

Appendix E

December 3, 1969

To: Ken Hunt, Chairman, Admissions Committee

From: Offie Wortham and Dick Eastman

Re: Admissions Procedures for Special Subcultures

We ask that the Admissions Committee extend the present practice of Selector Committees set up to implement the Antioch Program for Interracial Education (APIE) by forming a special committee along the following lines:

1) The committee would be formed each winter quarter and charged with the responsibility along with an officer of the Admissions Department of reading the folders and selecting the applicants for Antioch from the various subcultures that the College is seeking in order to increase the variety of the student body.

2) We suggest that the committee have six members, three students and three faculty or staff, who have backgrounds or experiences similar to those of the applicants whose folders they will be reviewing.

3) The committee be chosen from volunteers by the Admissions Committee in consultation with the Dean of Faculty, Community Manager, and Dean of Students office. Opportunities to serve on the committee should be advertised widely and early in the quarter. Each person named should have expressed a commitment to do the work.

4) The committee will rank the applicants for the use of the Admissions Department.

We think that this committee will be a useful one in helping to implement the directions described in the Admissions Policy and the Amendment of February 18, 1969. It will also be helpful as the plans asked for by the Board of Trustees take shape.

We see financial aid as being a crucial factor in our developing the freedom to consider all applicants on their individual merits. We feel that insofar as possible, the Admissions Committee and the proposed committee make its selections independently of financial need.

Appendix F

NEW FINANCIAL AID FUNDING NEEDED PER CLASS

Year	Class Entering in 1971	1972	1973	Totals*
1971-72	$164,200	----	----	$164,200
1972-73	169,990	$200,110	----	370,100
1973-74	162,095	194,841	$230,186	587,122
1974-75	148,366	172,676	225,740	546,782
1975-76	159,472	159,472	186,425	505,369
1976-77	----	162,450	162,450	324,900
1977-78	----	----	160,320	160,320
Totals	$804,123	$889,549	$965,121	$2,658,793*

*Totals differ (0.3%) from figures shown in Table A because of alternate method of computing attrition rates.

Appendix G

COUNSELOR-TUTOR PROGRAM

This quarter APIE has instituted the Counselor-Tutor Program (CTP). The primary tools of this program are students, it is student run and has five upperclass students serving as counselor-tutors, as the name would indicate. And whereas it also intends to utilize the Antioch Faculty and its resources, the ground work will have to be laid by the student counselor-tutors. There are numerous reasons for this but basically it is due to the feeling that student CT's can reach their fellow students far better than could preceptors, preceptorial fellows, deans--the institution labeled people. And too, in the past, students have generally not consulted with, related to, or been in tuned to APIE except where emergencies have arisen. The Counselor-Tutor program, with its methods of searching out problems and going to the student, is a concerted effort to reach APIE students before problem situations reach emergency proportions. It is hoped that peer group relationships and close familiarities with students and their problems will afford the CT an advantage over past efforts to reach the student and not in itself serve as a barrier. Some consideration is given to the problem and where a CT may not be able to work with a particular student he is referred to someone who perhaps has a better chance, for example, the director of APIE, a Black Psychologist, etc. Through this kind of operation the CTP should afford a fluidity unknown to programs working in the Antioch atmosphere.

The counselor-tutor, as mentioned above, comes from the student ranks. He is an upperclassman in good academic standing and progressing normally towards a degree. He is familiar with most of the students and their problems, and having traveled the route himself is more likely to relate to them. Where the CT cannot help he is an excellent steering mechanism, referring the student to other resource people proven to give fast and reliable advice and help. This alone may well develop into their most important function--finding the student, consulting with him to discover what kind of help may be needed and directing him to sources for immediate attention. On the other hand, all of the people running the CTP have had experience in both counseling and academic guidance; two of the CT's have had considerable experience working in the physical Science areas; one CT is currently working in

a reading and writing workshop out of the FYP office; and all of the students working in the program have either taught classes or tutored individual students. So the Counselor-Tutor's experience will certainly be valuable and it is reasonable to assume that many of the problems that he encounters he may well be able to work out with the student.

At the beginning of the quarter each counselor-tutor was assigned 3 to 5 students with whom to work throughout the quarter (and longer if necessary). In a couple of isolated cases students names were brought to the attention of APIE through formal Antioch channels and work with them began last quarter. However, in the vast majority of the cases acidemic records and folders of all the APIE students were reviewed by the director of APIE and he in turn referred the names of those he felt needed attention to the Counselor-Tutors. It was noted that a larger number of students were deficient in accumlating enough credits to warrant graduation in five years, in fact in a couple of serious cases third and fourth year students would find it extremely difficult to graduate in even six years. (It is sad to note that of the first APIE group of 11 students, class of '70, only one will graduate this June.) However, most of the students assigned to CT's were either first or second year.

Academic problems are certainly important where many of the students are concerned, however this is more often a symptom of something that goes much deeper. It is generally acknowledged that most APIE students are by far more susceptible to institutionally and environmentally (society) created pressures than they are to the problems brought on by perhaps inability or frustrations in dealing with the academics of Antioch. The Counselor-Tutor is most familiar with these kinds of pressures and in his role he can pass on to the students his experiences and suggest ways to overcome them. If in the event the CT is unable to cope with a student's problems he has available to him a list of resource personnel that is slowly expanding to fit the needs. Presently the Counselor-Tutors meet twice a week as a group, once with the coordinator-Director of the CT program and a second time with the Director of APIE. There is also the option to meet on a regular basis with a Black Psychologist from Columbus who has offered his services. In each of these meetings the Counselor-Tutors discuss the kinds of problems they've run up against and how they propose to deal with them.

To date there has been very little student opposition to fellow students serving in a counseling capacity. In fact in several cases students have taken note of who the CT's are and have in turn gone to them voluntarily for advice. Looking at the program's initial impact, which presently is small but nevertheless significant and supports a promising future, it would be safe to say that the students will certainly make use of the CT program. And considering what it has to offer, it would be extremely valuable to premanently institute something very close to this while Antioch's intentions are to bring in a much larger group of "high-risk" student in the fall.

Hank Ganges, Jr.
Coordinator Director

Appendix H

March 11, 1970

To: Administrative Officers
Adcil
SCIAP
(whoever has authority to dispense funds for SCIAP purposes)

From: Frank Wong, Chairman, Humanities Area

Re: Request for funding of programs for SCIAP students in the Humanities Area

The Humanities Area requests additional funding so that it might adequately provide new programs that conform with the New Directions which have been proclaimed by the Administration and the Board of Trustees. We are persuaded that lack of resources are the most significant impediment to providing adequate programs for SCIAP students, and we enjoin the Administration and the Board of Trustees to assume the responsibility of providing these resources as they have enjoined the Faculty and the students to assume the responsibility of moving toward the New Directions.

This request should be seen in the context of recent budget decisions and deliberations in the Humanities Area. In addition to cutting back the 1969-70 budget by 5%, the Area has allocated the major share of its supplemental funds to New Directions Programs. Yet we feel these allocations are grossly inadequate for the needs of the incoming SCIAP students and the continuing APIE students. We believe a minimum program for the Humanities Area would include the following components:

1. Special Programs for SCIAP students who lack the skills to confidently and successfully carry out the requirements of regular Humanities Area courses. These programs would emphasize reading, writing, research, and self expression skills. There would be three major aspects to this program.

    a. Student assistants hired in each department to provide tutoring aid for SCIAP students enrolled in regular courses offered by the department; these students to be carefully selected and where possible, provided with special training.

    b. A faculty corps drawn from the present faculty that would design and offer special Humanities courses to meet the needs of SCIAP students. These courses, we expect, would ultimately benefit not only the SCIAP students, but the faculty as well.

    c. A program of consultation and training for the students and faculty mentioned above. This would include bringing experts in remedial and special programs to the campus for short periods and sending faculty and students to universities like City College in New York and Southern Illinois University where such programs have been successfully developed.

2. New faculty personnel that could provide expertise and content to the Hmanities curriculum not now possible with the present mix of faculty. We hope to add at least one new faculty member to each of the two divisions within the Area, the Arts (Drama, Music, Art) and Letters (History, Foreign Languages, Philosophy, Literature) who could inject new and appropriate elements into the Humanities program. These new elements would provide for the needs of whites to understand minority group cultures as well as contribute to the needs of minotiy groups to establish their separate identity.

   a. A faculty member who could deal broadly with the culture and history of major minority groups in America with special attention to the history and culture of the balck minority. He would teach interdisciplinary courses in the Letters Dvivision.

   b. A resident artist who could express in his own special form the unique contributions to the arts by major minority groups. Specifically, such an artist might develop a jazz program involving music, dance, and drama (Cecil Taylor has already been contacted about developing such a program and has expressed interest.

Minimum budget needs for the two part program above are estimated as the following:

Special Programs

Student assistants (average of 10 hours per week, one for each department, for each quarter)	$ 6,160
Faculty time (for additional assignment, or payment to replace course not taught because of new assigment, or hiring student assistants to relieve load: average of three faculty per quarter at $500 each per quarter)	6,000
Consultants, travel, training programs, special materials	2,500

New Faculty Personnel

Instructor in Minority Group History and Culture	12,500
Resident Artist and Arts Program	26,000
Total	$53,160

The Humanities Area has already alloted $20,000 for its supplemental funds and other sources for the Cecil Taylor project and $5,000 from its supplemental funds to Special Programs. Therfore, its minimum needs for additional funding are $28,160.

*We are aware that others, some associated with SCIAP and some not, have also discussed programs that have components similar to those mentioned above. We are prepared to collaborate and share resources where there is a genuine overlapping of concern. To date, however, we have seen no specific proposals for SCIAP or elsewhere, so we offer our own.

Appendix J

COURSE TITLE	INSTRUCTOR (s)
Basic Political Economy	Ronald Dee/Hollis Price
Theory of Political Economy	Sue Marshall
American Economic Development	Bill Brower
Political and Economic Problems of Developing Nations	McCoy, Wright, Santiago, and Lenkersdorf
Labor Economics	Hollis Price
The Dialectic Between "Professional Philosophy and Marxist Philosophy	Atkins
Unfinished Revolution - Mexico & Peru	The Development of Economic Underdevelopment
Decomposition of Western Imperialism in Latin American	Karl Lenkersdorf
The Psychology of Colonialism	Anita Gordon, Yolanda Hernandez
Social Theory and Politics	Edgar and Diamond
Politics and Literature: The Twentieth Century	Fogarthy and McChesney
Modern German Literature on the Left	Ludo Abicht
The American Legal System and How to Use It	Al Denman
Afro-American History Research Project: Focus Reconstruction Period	Bill Brower
Printing and Publications	Willie McCray
Politics of Science/Sociology of Technology	Barbara Toeppen
Self-Defense	Jesse Ashe
Comparative Revolutionary Development	Diamond
The Media as Propaganda (Seminar)	

Appendix K

PROVISIONAL FOR THE LATIN AMERICA PROGRAM TO INCLUDE UNDERPRIVILEGED LATIN AMERICANS LIVING IN THE UNITED STATES

WHY:

You don't know your society until you have become its victim.

You don't belong to your society until you participate in creating it.

Latin Americans living in this country and consisting mainly of Chicanos and Puerto Ricans amount to approximately 7 million people. As such they represent the second largest minority group. In 1967 Ohio had in two cities alone 17,000 Puerto Ricans many of them living in poverty and exposed to racial discrimination. Latin America is not simply a geographic area south of the border but through its people Latin America exists right within Anglo America. Latin Americans in this country share the experience of Latin American countries to live in the backyard of Anglo America. If Antioch's Latin America Program is to be concerned with people and not simply with a region the inclusion of Latin Americans in this program seems to be a matter of course. As Anglo students often experience difficulty to grashp Latin American culture and point of view due to lack of contact, the presence of Latin Americans on campus with a program geared to their needs and from their point of view will provide the Anglo students with contacts and a point of view they have so far missed or ignored. This benefit the Anglo students will reap without going abroad and/or prior to it and without extra cost.

CURRICULUM :

A definite curriculum cannot be elaborated as it will depend on the needs of the students. The following plan represents rather a general proposal open to modification and revision. It consists of four phases spread over a four year period.

1) Special skills

Languages: English & Spanish
reading & writing
how to study
mathematics
practical skills to earn a living, e.g. typing, mechanics, short hand, etc.
social work & community organizing

2) Cultural awareness or "Conscientization"

a) History of the U.S. from the point of view of minorities
b) History of original cultures: Puerto Rico, Mexico, U.S. - Latin American relations.

c) Fine Arts, Literature and Music within original cultures and minority groups
d) Political Economy

(This phase should be shared with similar programs of other minority groups. Team teaching. Partly reading courses).

3) Departmental offerings

Geared to and selected by needs and preferences of students. Mostly 3rd and 4th year students. Special emphasis on participation of Antioch-Putney for practice teaching to freshem and sophomores in phases 1 and 2.

4) Co-op jobs

a) Practical jobs to earn a living and contribute to tuition, etc.
b) Simultaneous social work and community organizing.

FACULTY & TEACHING, ETC.:

1) To a large extent faculty in residence particularly in phase 3 will be sufficient. The same applies to Spanish language. To have Antioch-Putney and other students available for practice teaching and skills in phase 1 should be possible and needs investigation.

2) Phase 2 can be taken care of partly by resident faculty and students. In addition readings can be taken care of and hopefully exchange of students and faculty with other institutions and groups can be established, e.g. La Raza Unida in Ohio.

3) New courses need to be developed particularly in phase 1 to respond to students' needs. Cooperation with the program for black students is possible.

4) One bi-lingual person should coordinate the program, participate in teaching, having had experience and background with Latin Americans in this country. Perhaps he/she could participate simultaneously in the Antioch-Putney program for an advanced degree.

5) As the program develops additional faculty may become necessary.

COSTS:

Apart from the coordinator of this part of the Latin America Program costs would refer only to cover tuition, room and board, and living expenses of the students. These costs will be covered partly by money earned on co-op jobs and partly by Federal and State grants and/or loans.

Appendix L

Resolution #1--Be it resolved that the Faculty reaffirms its prerogative and responsibility of initiating, implementing, and evaluating changes in educational policy, and that in relation to the proposed New Directions Program such changes shall be promulgated by means of the Faculty's normal decision-making process.

Resolution #2 Be it resolved that the Faculty endorse the principle of increased student pluralism at Antioch, and that it is supportive of those education practices and programs that will increase the instituion's ability to serve such students in their efforts to achieve educational growth.

Resolution #3 Be it resolved that the Faculty will endeavor to increase the pluralistic nature of its own membership by expanding minority group representation through recruitment practices.

Resolution #4 Be it resolved that the Faculty will support and assist the Board of Trustees and Adminsitrative Officers as they design and execute a major fund raising campaign so as to obtain the additional resources needed for the proposed New Directions Program.

(Passed by the Faculty of Antioch College,
April 21, 1970)